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AUTHOR Stoneberg, Bert, Jr.
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ABSTRACT

The Music Curriculum Steering Committee of the Greater Albany (Oregon) Public School District 8J developed its own tests and evaluation procedures to accumulate data on music achievement and performance levels from students in third, fifth, eighth, and eleventh grades. Tests for third and fifth grade students focused on musical notation, listening skills, and design, while eighth and eleventh grade tests highlighted interpreting notation, listening skills, and relating music to man's historical development. Part 1 of this document presents the evaluation rationale, music program goals, and curriculum offerings. Part 2 describes the achievement assessment instruments, while part 3 provides the written test results for each selected grade level. Results of music performance skills tests, for a random sample of these students, are presented in part 4. Part 5 summarizes the findings from a music teaching staff survey. Four appendices include the written tests for each selected grade level, the 1987-1988 distribution of scores, and a test-item analysis. A fifth appendix contains the elementary level vocal skills performance scales and the secondary level choral and instrumental music performance scales. Tables and charts are included. (JHP)

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ED304391

Greater Albany Public School District 8J
Dr. Robert H. Williams, Superintendent

Music Curriculum Evaluation Report

February 1989

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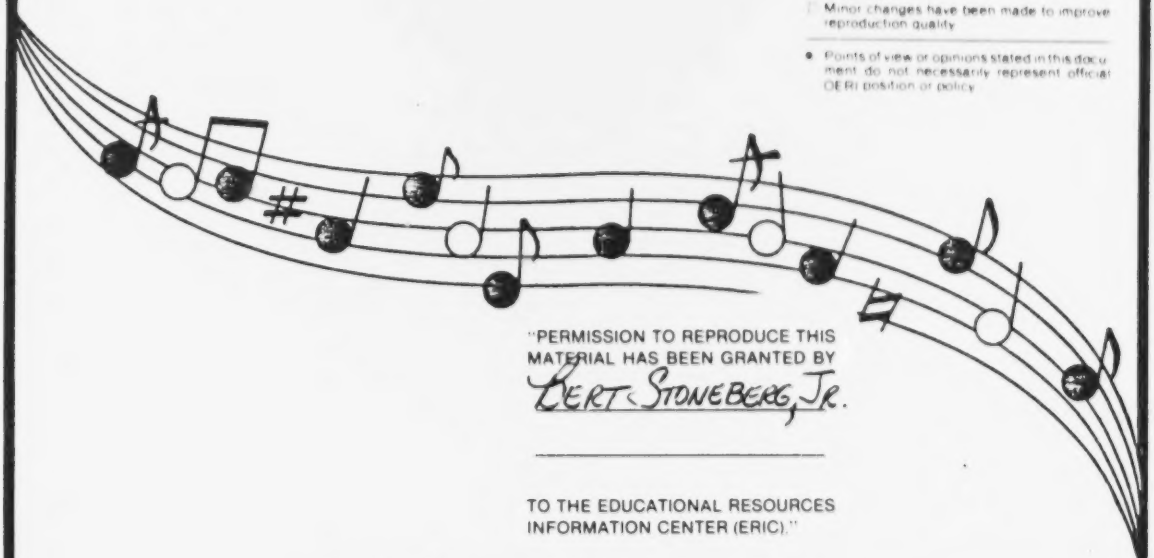

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Bert Stoneberg Jr., PhD.
Supervisor of Program Evaluation

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MUSIC CURRICULUM EVALUATION REPORT

Greater Albany Public School District 8J

February 1989

PROGRAM DESCRIPTION

Rationale. The Music Curriculum Steering Committee believes in a well-balanced school curriculum in which music and the various fine arts are included side by side with other important subjects such as mathematics, history, and science. It is important that pupils, as part of general education, learn to appreciate, to understand, to create, and to criticize with discrimination those products of the mind, voice, hand, and the body that give dignity to the person and exalt the spirit of man.

The reasons for including music in the curriculum are many and varied. They tend to be interrelated and overlapping. Their relative importance varies according to the philosophical views of the individual and the community. In the early 1980s, the Steering Committee identified a few of the major reasons for including music in the curriculum:

* To help each student to develop his aesthetic potential to the utmost.
* To transmit our cultural heritage to succeeding generations.
* To give the student a source of enjoyment he can use throughout his life, and to enhance the quality of life.
* To provide an outlet for creativity and self-expression.
* To help the student to understand better the nature of man and his relationship with his environment.
* To provide an opportunity for success for some students who have difficulty with other aspects of the school curriculum, and to make the school a more pleasant place.
* To increase the satisfaction the student is able to derive from music, and to enable him to deal with sophisticated and complex music.
* To help the student become acquainted with other cultures.
* To cultivate one of the major symbolic systems that makes man uniquely human.
* To help the student to realize that not every aspect of life is quantifiable, and that is important to be able to cope with the subjective.
* To contribute to a balanced program of career education.

Music is everywhere; it is one of the most pervasive experiences in today's world. A good music program helps students to understand and benefit more fully from their abundant music experiences. Schools that fail to provide a well-rounded program of music instruction deprive their students of something valuable in their education. There are many kinds of intelligences, and the school has a responsibility to nurture them all.

Music Goals. The Steering Committee set ten goals for the Albany music curriculum. They are:

1. The student will be able to sing.
2. The student will be able to play a musical instrument.
3. The student will be able to interpret musical notation.
4. The student will be able to listen to music skillfully and critically.
5. The student will know the importance of design.
6. The student will be able to relate music to man's historical development.
7. The student will know the relationships existing between music and other areas of human endeavor.
8. The student will value music as a means of self expression.
9. The student will value the continuation of musical experience.
10. The student will be able to discriminate with respect to music.

Instructional Offerings. All K-12 music instruction in the Albany schools is performed by certified music teachers. Ten music specialists serve the 15 elementary schools where students typically leave their regular classroom to visit the music room. Fifth grade students have elective opportunities in choir and orchestra. The last "required" music instruction for all students come in the middle schools in the form of a 6th grade "cruise class" that continues from six to nine weeks depending on each school's master schedule. Sixth grade students may also elect to take choir, orchestra, or band.

The district offers a variety of elective classes in both vocal and instrumental music to middle and high school students. During the 1987-88 school year, 28.7 percent of Albany students in grades 7 through 12 participated in the elective vocal or instrumental instructional program. In the middle schools, 24.5 percent of the students were in vocal classes and 23.1 percent were in instrumental classes. In the high schools, 9.4 percent took vocal courses and 8.3 percent took instrumental courses. About 47.6 percent of the middle school students participated in an elective music class (Calapooia had 43.3 percent, Memorial had 51.7 percent, and North Albany had 52.0 percent.) About 17.7 percent of the high school students participated in an elective music course (South Albany had 19.0 percent, and West Albany had 16.7 percent).

Music Committee. Membership of the Music Curriculum Steering Committee consisted of several music teachers from the district schools and a building principal who served as an "administrative liaison." Sue Bevington (Takena), Earl Boissonou (Oak), Kathi Smith (South Shore), Bobbie Sweetland (Waverly) and Don VanWalk (Periwinkle) represented the elementary schools through the course of this evaluation study. Barbara Clauson and Tom Hogan, both from Calapooia, represented the middle schools. Cheryl Bailey (South Albany) and Ephraim Hackett (West Albany) represented the high schools. Marilee Fitzpatrick, principal at Periwinkle Elementary School, served as administrative liaison.

ASSESSMENT INSTRUMENTS

The Music Curriculum Steering Committee decided to develop its own tests and observation procedures to accumulate achievement data from students in the 3rd, 5th, 8th and 11th grades. Committee members produced four achievement tests and three scales to observe performance skills, each instrument was specifically constructed to match selected district curriculum goals.

Music Knowledge Tests. The Committee's written tests for 3rd and 5th grade students focused on three district curriculum goals, namely Goal #3 (interpreting musical notation), Goal #4 (listening skills), and Goal #5 (design). The tests for 8th and 11th grade students examined four goals, namely Goal #3 (interpreting notation), Goal #4 (listening skills), and Goal #6 (relating music to man's historical development). The Committee adopted a multiple choice format for all four tests, and included "listening questions" on each test for which "sound prompts" were presented to students via a cassette tape recorder.

The four instruments were written, field tested, and revised the year before they were used to gather the data reported here. The Coefficient Alpha (a statistical measure of internal consistency that estimates reliability) was 0.78 for the 3rd grade data, 0.84 for the 5th grade data, 0.85 for the 8th grade data, and 0.85 for the 11th grade data. Data from teacher made tests typically have a Coefficient Alpha of about 0.50, and data from commercial tests have Alphas ranging from 0.85 to 0.99. Thus, the Committee concluded the music tests were reliable instruments for use with Albany students.

The *Albany 3rd Grade Music Test*, the distribution of 1987-88 district 3rd grade scores, and the test item analysis printout are found in Appendix A. The *Albany 5th Grade Music Test*, the distribution of district 5th grade scores, and the test item analysis printout are found in Appendix B. The *Albany 8th Grade Music Test*, the distribution of district 8th grade scores, and the test item analysis printout are found in Appendix C. The *Albany High School Music Test*, the distribution of district 11th grade scores, and the test item analysis printout are found in Appendix D.

Performance Observation Scales. The planned observations focused on Goal #1 (singing) for all elementary students and for secondary vocal students, and on Goal #2 (playing an instrument) for secondary instrumental students. The Committee produced three separate five-point scales or checklists for each student group in order to standardize the observation of performance skills. Possible ratings on each scale ranged from a low of "1" to a high of "5", where a rating of "3" represented a grade-level performance. The elementary *Vocal Skills Performance Scale* required three separate ratings about student facility in tone, melody, and posture. The secondary *Choral Music Performance Scale* provided for 10 separate ratings related to student capabilities in tone production, intonation, diction, precision, expression, reading, and technique development. The secondary *Instrumental Music Performance Scale* required 15 separate ratings related to student skills in tone production, technique development, intonation, reading skills, interpretive skills, and the condition of the instrument. All three observation instruments are found in Appendix E.

MUSIC KNOWLEDGE

Procedure. All 3rd, 5th, 8th, and 11th grade students who participated in the district instructional program during the spring semester of the 1987-88 school year completed the music achievement tests.

The Music Curriculum Committee developed the music achievement tests used in this evaluation effort. Test items were linked directly to district music objectives, which enabled the computation of the "percent correct response" (PCR) statistic for selected music objectives. For example, 14 questions on the *Albany 8th Grade Music Test* were linked to Objective 3.1, which covers the meaning of musical symbols. Since 211 students took the test, they made a total of 2,954 responses to Objective 3.1 questions [211 X 17 = 3587]. Of those 3,587 responses, 1,690 were correct. This computes to PCR = 47 [(1690/3587) X 100 = 47]. The major problem before the Committee was how to determine whether PCR = 47 was "good enough."

Often the meaning a particular test score is derived from its comparison to other test scores. The two most common ways of addressing the "Good enough?" problem were not available to the Music Committee. First, the Committee developed tests had no national norm. If the Committee had purchased music achievement tests that were developed and normed with a national student sample, the publisher's norm would have set the standard against which to compare our students. Here, "good enough" probably would have been obtained when district achievement scores matched or exceeded the norm.

The "one-shot" administration of the Albany music tests did not permit the formation of district achievement trends. If the music tests had been developed in conjunction with the music objectives at the beginning of the curriculum cycle, and if they had been given to students every year or at least in alternating years, student achievement trends might have been established. Here, "good enough" would have been when the most recent scores matched or exceeded previous scores. Thus, the Albany music tests lacked both the national norm data and the local trend data needed to easily determine what percentage of correct response for a given music objective was "good enough."

Sometimes the meaning a particular test score is derived from its comparison to an arbitrary standard, criterion, or judgement. The Music Committee decided the most appropriate way to resolve the "good enough" problem was to exercise the collective professional judgment of its membership (all of whom were certified, experienced music teachers) to appraise the difficulty of the test items linked to each objective, and to declare the acceptability or unacceptability of the observed PCRs. On a given objective, for example, a 51 PCR for a set of nine relatively difficult questions could be an acceptable result to Committee members where a 65 PCR for a set of nine easier questions might be unacceptable.

Test Results: Exhibits 1-4. District test results expressed in terms of the percentage of correct response by curriculum objective are presented graphically on Exhibit 1 (3rd grade), Exhibit 2 (5th grade), Exhibit 3 (8th grade), and Exhibit 4 (11th grade). On Exhibits 1 and 2, the "bar" represents the district PCR for that particular objective, the "empty box" represents the lowest score among the 15 elementary school PCRs for that objective, and the "full box" represents the highest of the 15 elementary school PCRs. No single elementary school accounted for all of the empty boxes (low PCRs) or for all

ALBANY 3rd GRADE MUSIC TEST

1987-88

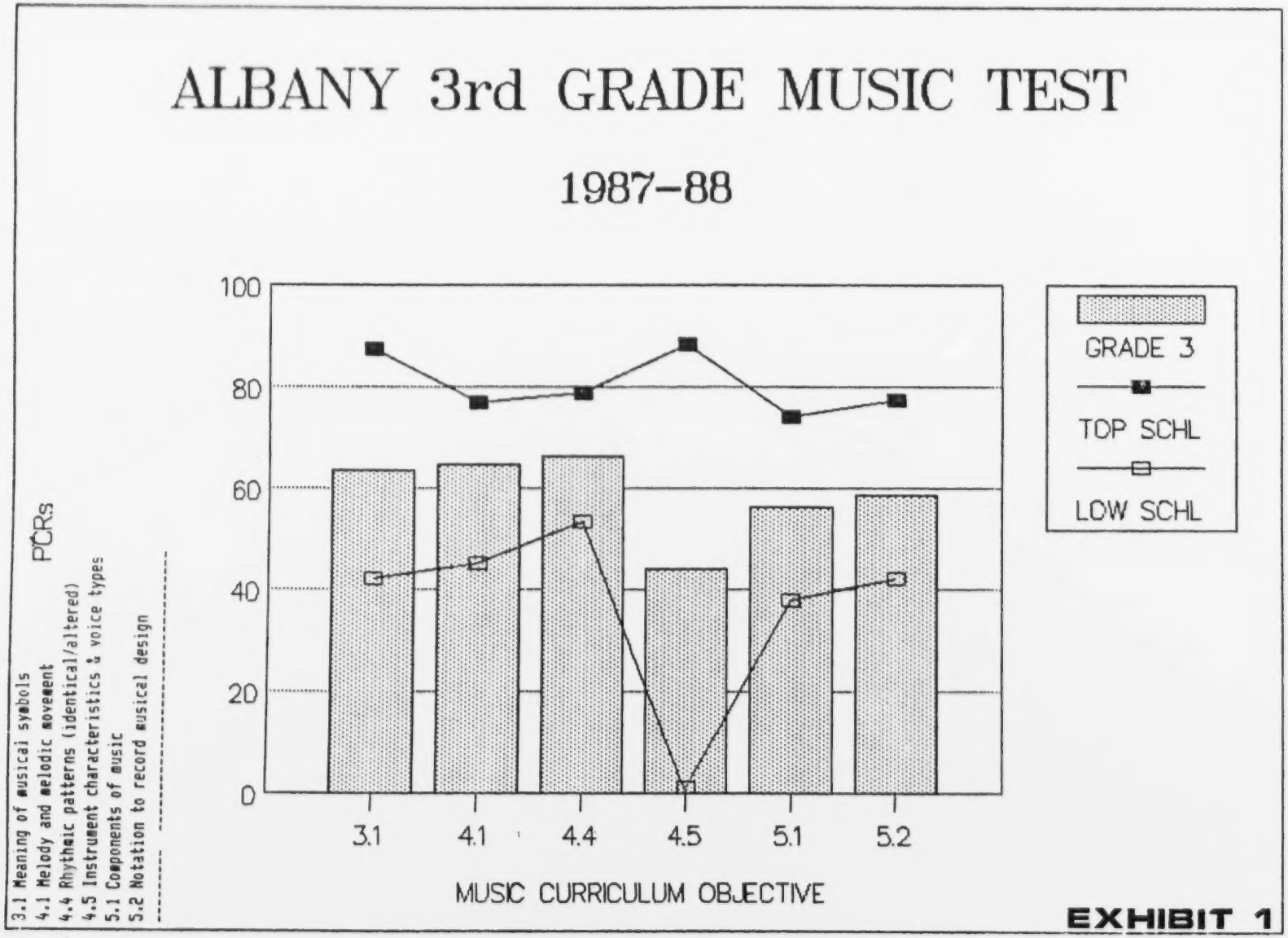


EXHIBIT 1

ALBANY 5th GRADE MUSIC TEST

1987-88

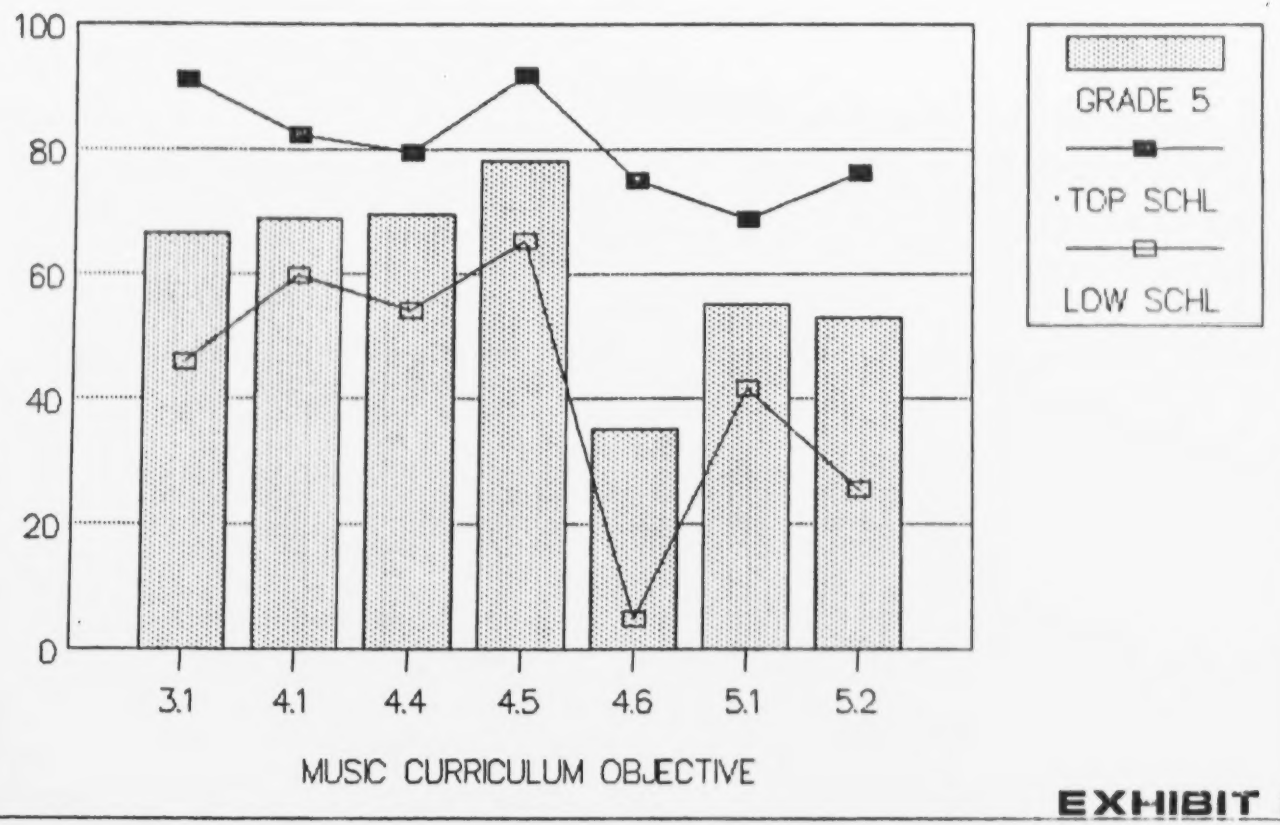


EXHIBIT 2

ALBANY 8th GRADE MUSIC TEST

1987-88

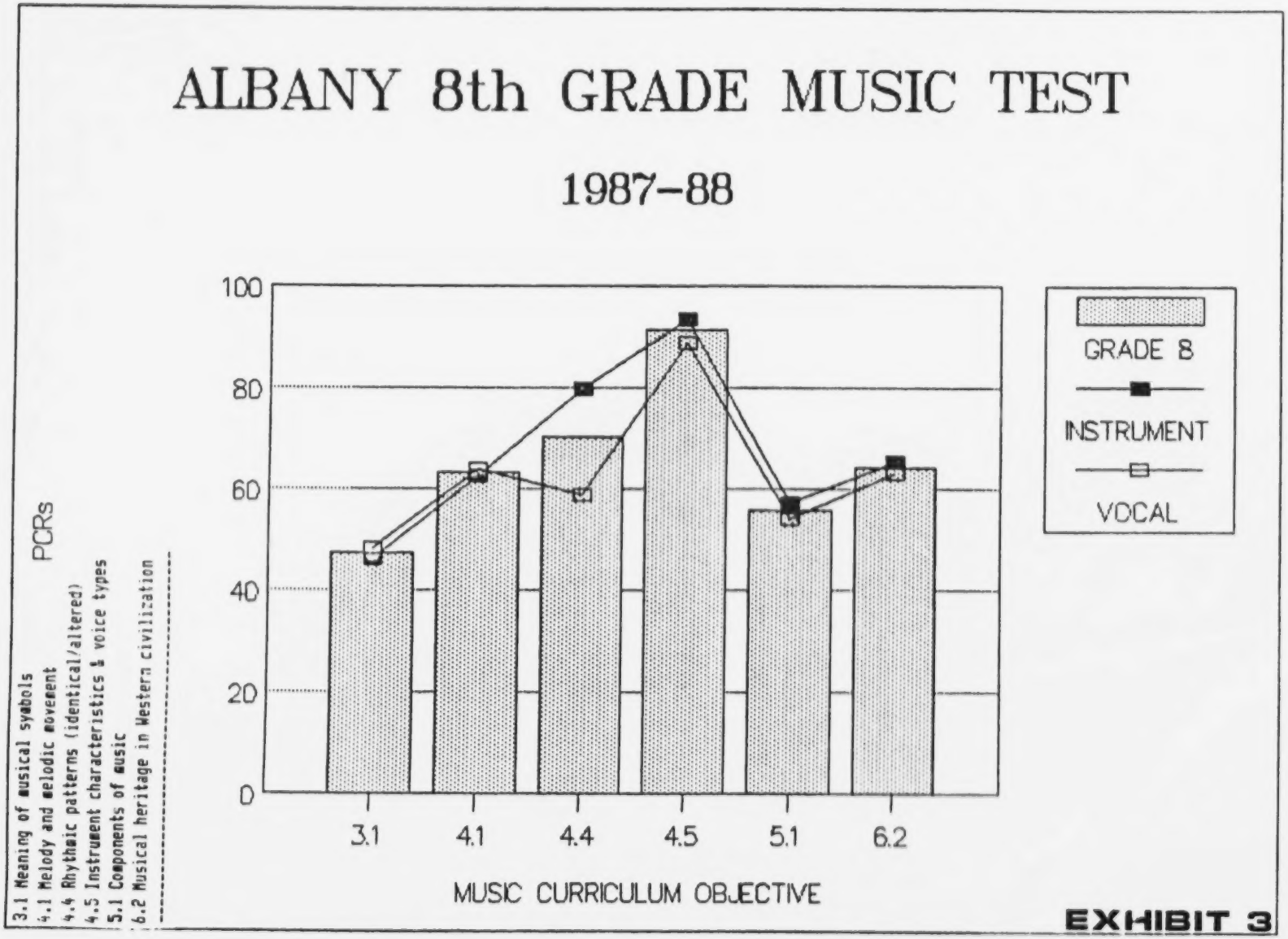


EXHIBIT 3

ALBANY 11th GRADE MUSIC TEST

1987-88

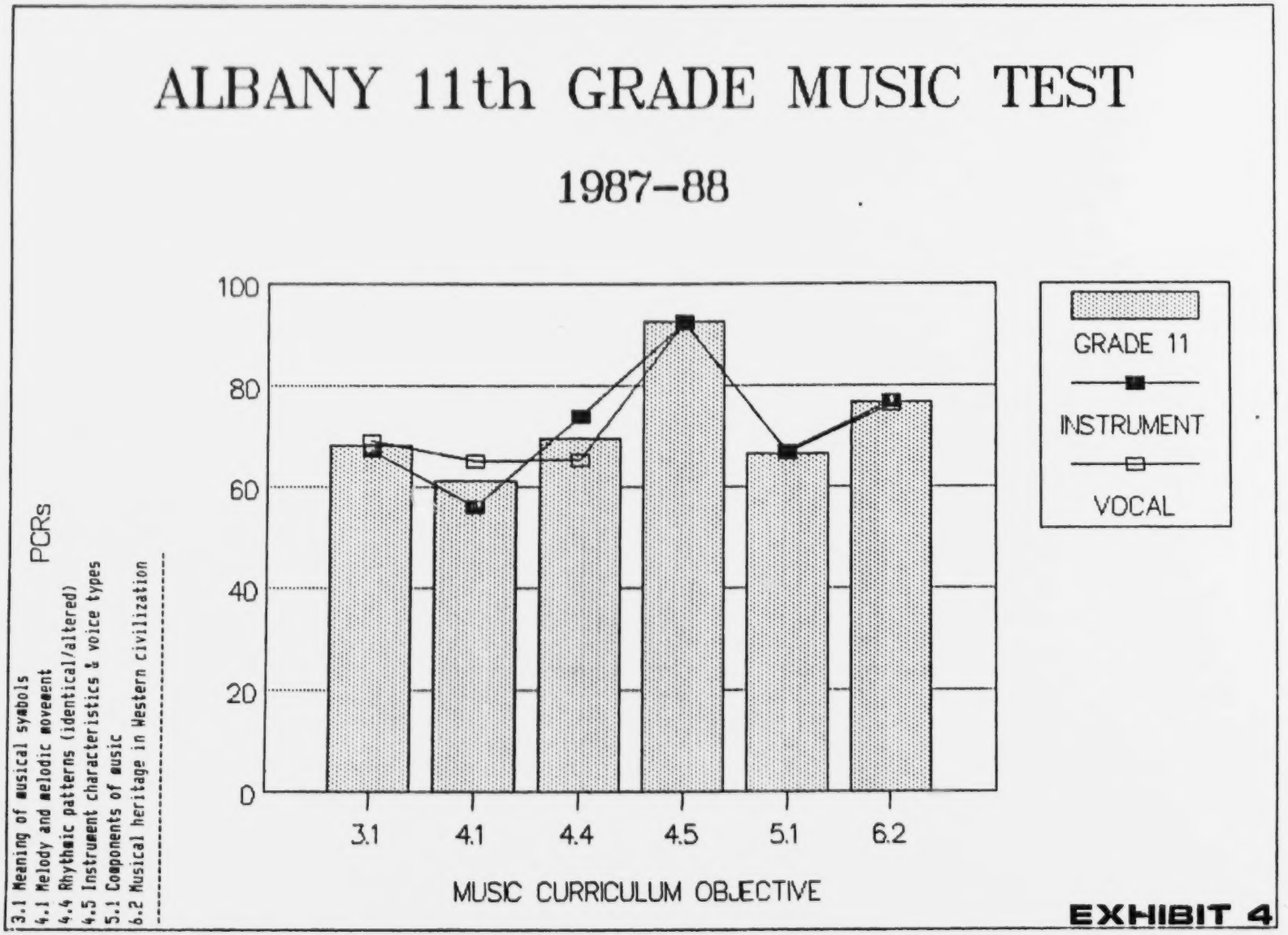


EXHIBIT 4

of the full boxes (high PCRs) on either graph. On Exhibits 3 and 4, the "bar" represents the district PCR, the "empty box" marks the PCR for students enrolled in choral classes, and the "full box" marks the PCR for students enrolled in instrumental classes.

3rd Grade Results. Third grade students were assessed on six objectives related to three music goals. The Music Committee agreed that the district PCRs for all six objectives were acceptable. The chart below identifies the six objectives, lists the district PCR for each objective, and states whether the PCR represents an acceptable performance for Albany 3rd grade students. These 3rd grade results are also shown graphically on Exhibit 1, which also indicates a considerable variance in music achievement levels among the 15 elementary schools. PCR differences between 3rd graders in the top scoring school and those in the low school ranged from a low of 25 on Objective 4.4 (rhythmic patterns) to a high of 88 on Objective 4.5 (instrument characteristics and voice types). PCR differences between 5th graders in the top scoring school and those in the low school ranged from a low of 23 on Objective 4.1 (melody and melodic movement) to a high of 70 on Objective 4.6 (harmony and harmonic movement). The average PCR difference for the six 3rd grade objectives was 44, for the seven 5th grade objectives it was 38. By way of contrast, the average PCR difference for the three middle schools on the 8th grade objectives was 13, and the average PCR difference for the two high schools on the 11th grade objectives was 15. The Committee concluded that the inter-school differences at the elementary level were unacceptable.

3rd Grade Music Objectives	PCRs	Acceptable?
3.1 Meaning of musical symbols	63.3	YES
4.1 Melody and melodic movement	64.6	YES
4.4 Rhythmic patterns (identical/altered)	66.2	YES
4.5 Instrument characteristics & voice types	44.0	YES
5.1 Components of music	56.1	YES
5.2 Notation to record musical design	58.5	YES

5th Grade Results. Fifth grade students were assessed on seven objectives related to three music goals. The Music Committee agreed that the district PCRs for six of seven objectives were acceptable. The chart below identifies the seven objectives, lists the district PCR for each objective, and states whether the PCR represents an acceptable performance for Albany 5th grade students. These 5th grade results are also shown graphically on Exhibit 2, which also indicates a considerable variance in music achievement levels among the 15 elementary schools. The Committee concluded that these inter-school differences were unacceptable.

5th Grade Music Objectives	PCRs	Acceptable?
3.1 Meaning of musical symbols	66.4	YES
4.1 Melody and melodic movement	68.8	YES
4.4 Rhythmic patterns (identical/altered)	69.5	YES
4.5 Instrument characteristics & voice types	78.1	YES
4.6 Harmony and harmonic movement	35.3	NO
5.1 Components of music	54.9	YES
5.2 Notation to record musical design	53.0	YES

8th Grade Results. Eighth grade students were assessed on six objectives related to four music goals. The Music Committee agreed that the district PCRs for four of six objectives were acceptable. The chart below identifies the six objectives, lists the district PCR for each objective, and states whether the PCR represents an acceptable performance for Albany 8th grade students. These 8th grade results are also shown graphically on Exhibit 3, which also indicates some differences between the music achievement levels of vocal students and instrumental students. With the exception of Objective 4.4 (rhythmic patterns) where instrumental students scored 20 PCRs higher than vocal students, the Committee concluded that these differences were not large enough to be important.

8th Grade Music Objectives	PCRs	Acceptable?
3.1 Meaning of musical symbols	47.2	NO
4.1 Melody and melodic movement	63.1	YES
4.4 Rhythmic patterns (identical/altered)	70.1	YES
4.5 Instrument characteristics & voice types	91.4	YES
5.1 Components of music	55.6	NO
6.2 Musical heritage in Western civilization	64.2	YES

11th Grade Results. Eleventh grade students were assessed on six objectives related to four music goals. The Music Committee agreed that the district PCRs for all six objectives were acceptable. The chart below identifies the six objectives, lists the district PCR for each objective, and states whether the PCR represents an acceptable performance for Albany 11th grade students. These 11th grade results are also shown graphically on Exhibit 4, which also indicates some differences between the music achievement levels of vocal students and instrumental students. It was interesting to note that 11th grade vocal and instrumental students did a small flip-flop between Objective 4.1 (melody and melodic movement) and Objective 4.4 (rhythmic patterns). Committee members surmised that the study of vocal music tends to develop tonal memory which is associated with the recognition of melody and melodic movement, whereas the study of instrumental music tends to develop rhythmic precision through the kinesthetic sense. The Committee concluded that these differences between vocal and instrumental students were not large enough to be important.

11th Grade Music Objectives	PCRs	Acceptable?
3.1 Meaning of musical symbols	68.1	YES
4.1 Melody and melodic movement	61.0	YES
4.4 Rhythmic patterns (identical/altered)	69.4	YES
4.5 Instrument characteristics & voice types	92.6	YES
5.1 Components of music	66.5	YES
6.2 Musical heritage in Western civilization	76.7	YES

Common Test Questions. PCRs on the questions that were common to three or four of the music tests were examined with the expectation that students in the upper grades would obtain higher PCRs on a specific question than students in the lower grades. Seven questions appeared on the 3rd, 5th, 8th, and 11th grade tests in identical form,

and an additional five questions were on the 5th, 8th, and 11th grade tests. The 12 common test questions are listed on Exhibit 5, and the PCRs for each question at each grade level are shown on Exhibit 6. Students answered each of these 12 questions after listening to a taped "sound prompt." Although the sound prompts are not indicated on Exhibit 5, the reader can reasonably anticipate the nature of the prompts from the answers, which are circled. An examination of Exhibit 6 shows that Albany students performed as expected, i.e., students at the upper grade levels achieved higher percentage of correct responses on each of the questions than students at the lower grade levels.

MUSIC PERFORMANCE SKILLS

Procedure. Two professors of music from the University of Oregon, both of whom have had extensive experience teaching in and administering public school K-12 music programs, visited district schools for a total of six days during the Spring of 1988 to make direct observations of individual student performance skills. Dr. Randy Moore worked with elementary students. He met with a small group of ten students from either the 3rd or 5th grade at a time. Dr. Moore conducted a 15 minute teaching-learning experience for the students using appropriate grade level music that he had selected from his personal collection. Immediately after this interaction with the students, he completed the *Vocal Skills Performance Scale* for each student. Dr. David Doerksen worked with secondary students, both instrumental and vocal. He met individually with students who used music from their school portfolios except for the piece used to assess reading skills. He was able to rate students using the *Choral Music Performance Scale* or the *Instrumental Music Performance Scale*, whichever was appropriate, as the students demonstrated their skills. The district is indebted to both of these educators who willingly agreed to serve at a small fraction of their customary consulting fee.

Student Sample. Performance skill observations were made only on a small sample of students selected on a **random basis**. In the elementary schools, students were selected only from the ten "base schools" of the elementary music teachers. At each school, 10 third grade students and 10 fifth grade students participated in a group assessment exercise. Elementary school students performed in grade-level groups, but the judge rated skills of individual students. In the five secondary schools, 10 vocal students and 10 instrumental students were selected for solo performances before the judge. Thus, performance skill observations were made on a randomly selected sample of 100 third grade students, 100 fifth grade students, 30 eighth grade vocal students, 30 eighth grade instrumental students, 20 eleventh grade vocal students, and 20 eleventh grade instrumental students. The number of students selected for participation was fixed by the district resources available to conduct the observations rather than by any statistical considerations.

Observation Results: Exhibits 7-9. The district observation results expressed as a "mean rating" by music performance skill are presented graphically on Exhibit 7 (elementary vocal music), Exhibit 8 (secondary instrumental music), and Exhibit 9 (secondary choral music).

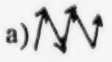
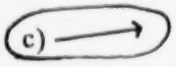
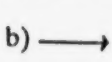
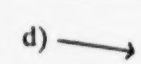
1. Determine the range of the singer:

a) mostly low
b) mostly high
c) very low
d) don't know

2. Determine the range of the singer:

a) mostly low
b) mostly high
c) very high
d) don't know

3. Which drawing best shows what you hear:

a) 
c) 
b) 
d) 
e) don't know

4. Listen carefully and indicate how the song moves:

a) it moves higher
b) it moves lower
c) it stays the same
d) don't know

5. Indicate how the song moves:

a) it moves higher
b) it moves lower
c) it stays the same
d) don't know

6. Choose the form that best describes what you hear:

a) a round or canon
b) theme and variation
c) rondo form
d) don't know

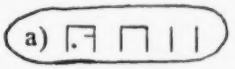
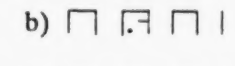
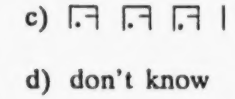
7. Identify the voice you hear:

a) soprano
b) tenor
c) bass
d) don't know

8. Is the song in a major or minor key?

a) major
b) minor
c) major and minor
d) don't know

9. Choose the rhythm pattern you hear:

a) 
b) 
c) 
d) don't know

10. Identify the voice you hear:

a) soprano
b) tenor
c) bass
d) don't know

11. To which family do these instruments belong?

a) percussion
b) brass
c) woodwind
d) string

12. To which family do these instruments belong?

a) percussion
b) brass
c) woodwind
d) string

Here are twelve questions that were common to at least three of the four grade-level music knowledge tests. Students answered each question after hearing a sound prompt. The reader may reasonably anticipate the prompts from the correct answers, which are circled.

EXHIBIT 5

ALBANY MUSIC TESTS

1987-88

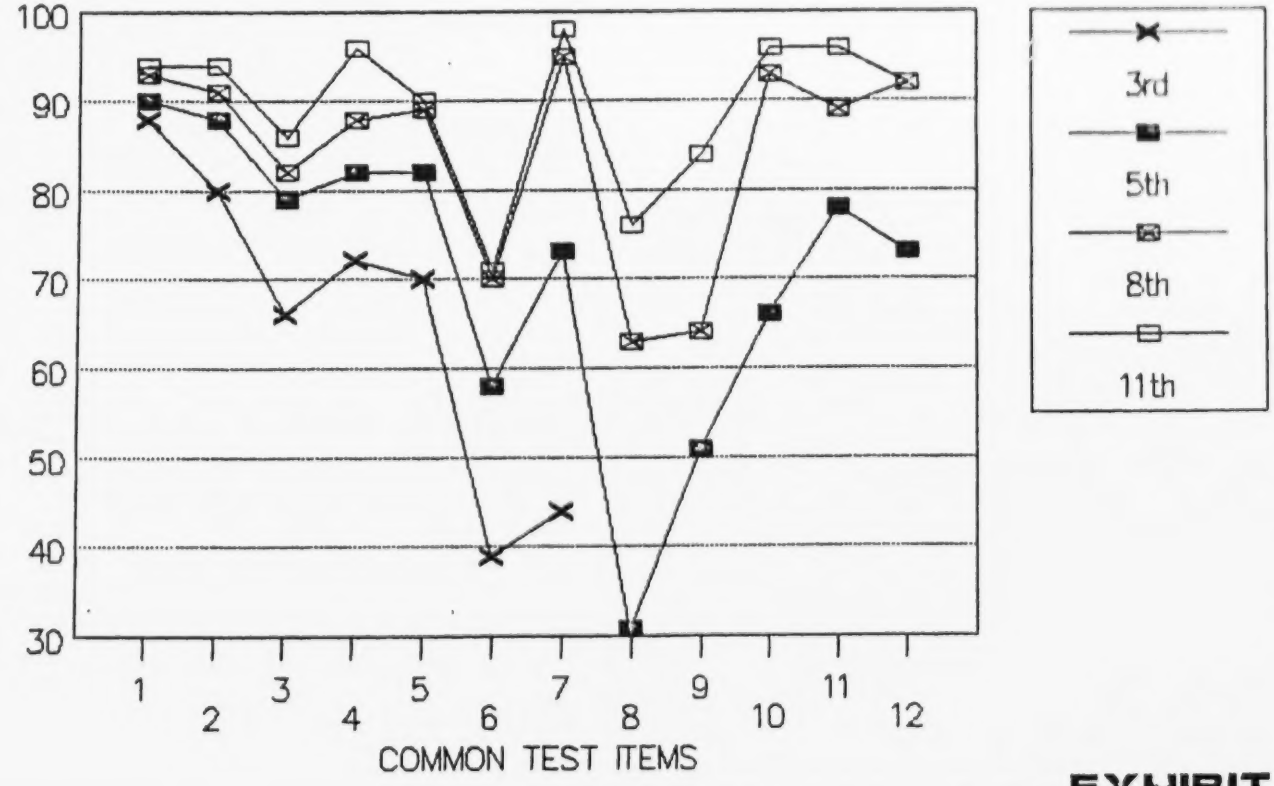


EXHIBIT 6

VOCAL MUSIC PERFORMANCE SCALE

1987–88

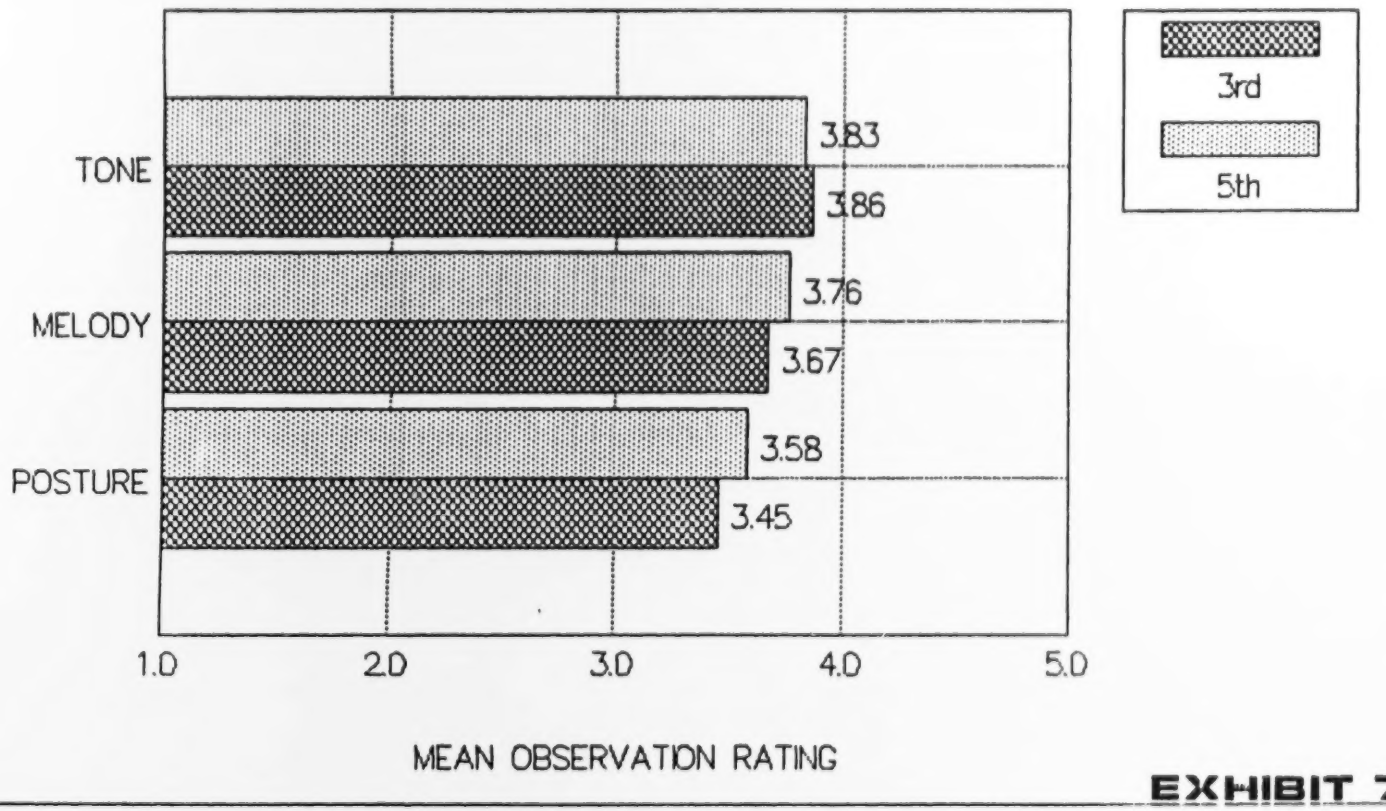


EXHIBIT 7

14

INSTRUMENTAL PERFORMANCE SCALE

1987-88

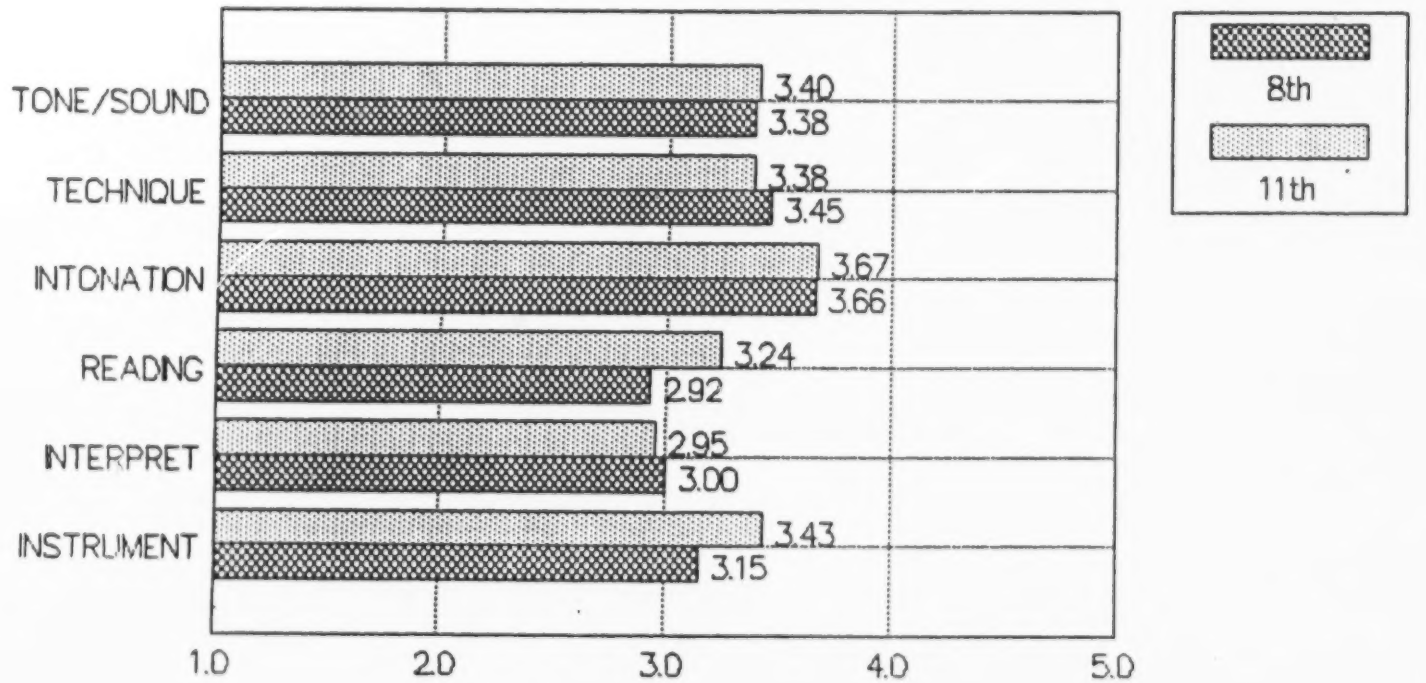


EXHIBIT 8

CHORAL MUSIC PERFORMANCE SCALE

1987-88

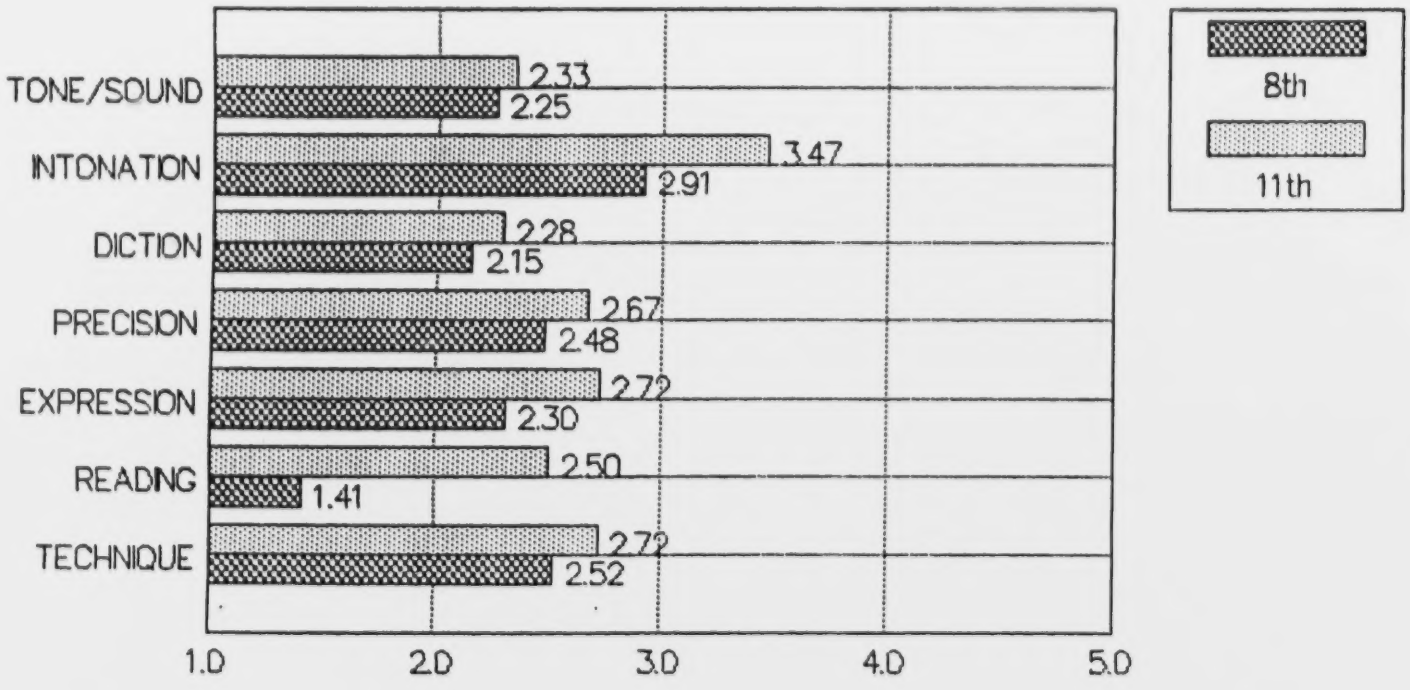


EXHIBIT 9

Elementary Vocal Results. The *Vocal Skills Performance Scale* required three separate ratings about student facility in tone, melody, and posture. The scale ranged from a low of "1" to a high of "5", where a rating of "3" represented a standard grade-level performance. The Music Committee decided that mean scores ranging from 2.50 to 3.50 for the district student sample would be acceptable. Results expressed as a "mean rating" by music performance skill for the 3rd and 5th grades are presented graphically on Exhibit 7.

Third grade students received an acceptable mean rating on posture (3.45), but received better than expected scores on tone (3.86) and melody (3.67). **Fifth grade** students received better than expected mean ratings on all three performance skills: tone (3.83), melody (3.76) and posture (3.58).

Secondary Instrumental Results. The secondary *Instrumental Music Performance Scale* required 15 separate ratings related to student skills in tone production, technique development, intonation, reading skills, interpretive skills, and the condition of the instrument. The scale ranged from a low of "1" to a high of "5", where a rating of "3" represented a standard grade-level performance. The Music Committee decided that mean scores ranging from 2.50 to 3.50 for the district student sample would be acceptable. Results expressed as a "mean rating" by music performance skill for the 8th and 11th grades are presented graphically on Exhibit 8.

Eighth grade instrumental students received a better than expected mean rating on intonation (3.66), and acceptable scores on the remaining five performance skills: tone/sound production (3.38), technique development(3.45), reading skills (2.92), interpreting skills (3.00), and condition of the instruments (3.15). **Eleventh grade** instrumental students received a better than expected mean rating on intonation (3.67) and acceptable scores on the remaining five performance skills: tone/sound production (3.40), technique development (3.38), reading skills (3.24), interpreting skills (2.95), and condition of the instruments (3.43).

Secondary Vocal Results. The *Choral Music Performance Scale* provided for 10 separate ratings related to student capabilities in tone production, intonation, diction, precision, expression, reading skills, and technique development. The scale ranged from a low of "1" to a high of "5", where a rating of "3" represented a standard grade-level performance. The Music Committee decided that mean scores ranging from 2.50 to 3.50 for the district student sample would be acceptable. Results expressed as a "mean rating" by music performance skill for the 8th and 11th grades are presented graphically on Exhibit 9.

The observer reported that the data for **eighth grade** vocal students were probably not worth analysis. Unlike the elementary students who sang in small groups, 8th graders sang solo. They were generally terrified with the solo performance and their voices were timid and "cracked." Fear inhibited the students from demonstrating their vocal skills. The Music Committee concurred with the observer, and concluded that for future vocal performance observations, it would be necessary to have middle school students sing in small groups rather than solo. [Note: 8th grade instrumental students had no apparent difficulty with the solo demonstration of their skills.]

Eleventh grade vocal students, when tested individually, scored low on tone/sound production (2.33) and diction (2.28), but they received acceptable scores on the remaining five performance skills: intonation (3.47), precision (2.67) expression (2.72), reading skills (2.50), and technique development (2.72). High school vocal teachers have focused their instruction on the skills requisite for group performance rather than on individual presentation. As the Committee researches and develops music goals and objectives in the new curriculum cycle, members should clearly identify the desired balance between group skills and individual skills apropos for music instruction, vocal and instrumental, at the secondary school level. Classroom instruction and evaluation of the music program should then match that focus.

MUSIC STAFF SURVEY

In October 1988, members of the Music Curriculum Steering Committee completed a "mini needs-assessment" survey in which they exercised their professional judgement to offer observations about the current program and to make suggestions for program improvement. The survey invited comments that were specifically directed toward facilitating the planning and implementation of an aligned music curriculum in the new six-year cycle. The comments are summarized below under the headings of goals, instruction, and assessment.

Goals. The Steering Committee recognizes that the current district music curriculum lacks both a mission statement and a curriculum guide. Committee members also generally agreed the existing 20-page curriculum document that consists of a list of ten district goals, 35 course goals, and 279 objectives is too long and too complex to be useful for instructional planning, certainly at elementary level.

Committee members indicated that extensive revision of the music curriculum is in order. There is no music mission statement. The sheer number of district goals, course goals, and objectives need to be reduced, focusing on the parts of the music curriculum that members consider more realistic. For example, several members strongly advocated that music reading skills be stressed at all levels for instrumental and vocal students. The new music mission statement, district goals, and instructional objectives should be written in "layman's terms," i.e., in plain English.

Members clearly expressed a need for a useable music curriculum guide. They indicated that separate guides should be invented for the elementary (K-6) program and the secondary (7-12) program. Elementary music specialists revealed an interest in a K-6 "spiral curriculum" described in an easy to use curriculum guide that clearly delineates the skills and learning activities appropriate at each grade level. Several indicated that the district elementary music curriculum guide might be modeled after *The Bush School Music Curriculum: A Spiral Concept Curriculum K-8*, published in 1985 by Ann Palmason and Lisa Ann Parker. Secondary teachers suggested their curriculum guide should be organized for each "course title" and based on music objectives specific to the course.

Instruction. The strength of music instruction in Albany is based on each individual music teacher's personally held philosophy and methodology. Committee members think it important to preserve this professional latitude with regard to music education

approaches (i.e., Orff, Kodaley, ETM, etc.) However, members also expressed a general concern that there is no "district music program." As one member asserted, "We need consistent districtwide instruction to given objectives that must be monitored in some way on an ongoing basis." Some members suggested that the conflict between the desire for "professional latitude" and the need for a consistent district music program might best be resolved, at least in part, by a strong, competent individual with a music education background functioning at the District Office level who has both responsibility and authority to coordinate and schedule the K-12 music program, to manage the entire music budget, and to supervise and evaluate all music teachers. Since limited district resources will prevent adding District Office personnel, however, the Committee will need to investigate carefully other ways and means that can promote a "district music program."

Members of the Music Steering Committee made three observations related to textbooks and equipment:

(1) Neither the district budget nor the building budgets include a valid replacement cycle for musical instruments.

(2) Elementary music specialists indicated that their textbooks are still in fairly good shape, at least at most schools. Thus, in realizing the budget constraints that are likely for the new curriculum cycle, most would favor repair and replacement of existing musical equipment and the purchase of additional equipment over the adoption of new textbooks.

(3) The current adopted textbook, Silver Burdett, is used only on a limited basis in 6th grade cruise classes.

Assessment. Members suggested for the new curriculum cycle that the Committee should consider an annual districtwide assessment based on the new district music goals and objectives. This would improve program evaluation by providing trend data about music achievement. The four tests developed for this evaluation will need to be revised so they are aligned with the revised music objectives, or different instruments may need to be prepared if revisions in the music objectives are significant. Assessment data for this evaluation report were collected by grade level. Secondary teachers suggested that collecting data by "course title" rather than by grade level would enable the Committee to more easily interpret achievement results for elective courses. Members also suggested rethinking the appropriate time to give the music assessment tests. Elementary specialists who tested in late winter suggested that testing should be done later in the year, perhaps in April or June. Secondary teachers who tested late in the school year after completing music festivals and concerts suggested that achievement testing should be completed earlier in the school year.

Comments indicated that not all music teachers have yet embraced the concept of an aligned music curriculum, particularly as it relates to the assessment of individual student progress toward program objectives. Some secondary music teachers, for example, suggested that the Committee should consider the adjudications at secondary choral festivals as appropriate assessments for district music performance goals. To be acceptable assessments in an aligned curriculum, however, such adjudications would

require that the judges use criteria specifically based on, or at least clearly "linkable" to, Albany music goals and objectives, and that the "findings" be reported on specific skills not only for the group, but also for individual students. Other secondary music teachers felt the assessment efforts implemented for this evaluation of the music program were useless, were of doubtful validity, and failed to "prove anything," which reflected essentially the same sentiment they expressed regarding district music goals, objectives, and instructional activities.

SUMMARY

All K-12 music instruction in the Albany schools is performed by certified music teachers. Music specialists serve the elementary schools where students typically leave their regular classroom to visit the music room. Fifth and 6th grade students have elective opportunities to participate in choir, band and orchestra. The last "required" music for all students comes in the middle schools where 6th graders receive from six to nine weeks of instruction depending on each building's master schedule. The district offers a variety of elective classes in both vocal and instrumental music to middle school and high school students in grades 7 through 12.

Student knowledge about music was assessed using 3rd, 5th, 8th and 11th grade locally developed tests that specifically addressed selected district curriculum objectives. The Music Committee found acceptable achievement levels in 22 (88%) of the 25 cases where grade level test results were analyzed. Independent observers were engaged to observe and rate selected individual performance skills of 3rd, 5th, 8th, and 11th grade music students. The Music Committee found acceptable performance levels in 23 (92%) of the 25 cases where grade level observation results were analyzed.

Through a survey of all music teachers in the district, the Music Steering Committee identified several concerns about the district music program and how it could be improved in the new curriculum cycle. Most of the survey findings focused on the Committee's charge to develop an aligned music curriculum. There is a need to prepare a mission statement, goals, objectives and curriculum guide using plain language that define and guide a realistic music instructional program for the Albany Public Schools. The Committee wants to be particularly diligent in deciding the expenditure of available funds to obtain appropriate instructional materials and equipment to implement the new music curriculum. There is a need to standardize and supervise music instruction presented in the different schools to the extent that we can claim a "district music program" rather than 20 building music programs, but not to the extent that individual teachers cannot draw upon their unique talents and interests as they teach students. There is a need to develop assessment instruments and activities, which are practical and credible to our music teachers, early in the new cycle so viable trend data about music achievement can be regularly accumulated and evaluated.

Appendix A

Albany 3rd Grade Music Test

1987-88 Distribution of Scores

Test Item Analysis

3rd Grade

Music

Evaluation Test

GAPS 1988

DIRECTIONS: For questions 1-17, listen to the tape. Follow along as each question with its possible answers are read by the speaker on the tape. After you hear the music sample, mark your answer by filling in the bubble on the computer answer sheet. You will hear most music samples two times.

1. The singer sounds:

   a) mostly low
   b) mostly high
   c) very low
   d) don't know

2. The singer sounds:

   a) mostly low
   b) mostly high
   c) very high
   d) don't know

3. Listen to the singers. Which drawing best shows what you hear:

   a)
   c)
   b)
   d)
   e) don't know

4. Which drawing best shows what you hear:

   a)
   c)
   b)
   d)
   e) don't know

5. Listen to the singer and mark how the music moves:

   a) it moves higher
   b) it moves lower
   c) it stays the same
   d) don't know

6. Mark how the music moves:

   a) it moves higher
   b) it moves lower
   c) it stays the same
   d) don't know

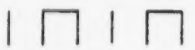
7. Listen to the examples sung, then mark the pattern the piano plays.

   a) S_1
   b) D D R R M
   c) M M R R D
   d) don't know

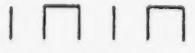
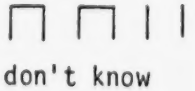
8. Listen to the singers. The word that best describes what you hear is:

   a) a round or canon
   b) ostinato
   c) rondo form
   d) don't know

9. Mark the rhythm pattern you hear. Listen carefully.

   a) 
   b)
   c)
   d) don't know

10. Mark the rhythm pattern you hear. Listen carefully.

    a) 
    b)
    c) 
    d) don't know

11. Listen to the instrument playing with the singer. The instrument is playing the:

a) rhythm of the words (rhythm)
b) steady beat
c) uneven beat
d) don't know

12. Listen to the instrument playing. It is playing the:

a) rhythm of the words (rhythm)
b) steady beat
c) steady weak beat
d) don't know

13. The voice you hear is a:

a) soprano
b) tenor
c) bass
d) don't know

14. The music moves:

a) from soft to loud
b) from loud to soft
c) stays the same
d) don't know

15. Listen to the voices singing. Do the singers:

a) sing together on the melody, then move to part singing.
b) sing together on the melody only.
c) sing in parts, then sing together on the melody
d) don't know

16. The tempo of the music is:

a) fast and slow
b) slow
c) fast
d) don't know

17. The tempo of the music is:

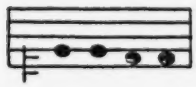
a) fast and slow
b) slow
c) fast
d) don't know

DIRECTIONS: For questions 18-24, the teacher will read aloud each question. Read along silently. Then mark your answer by filling in the bubble on the computer answer sheet.

18. Which answer shows do - do - mi - mi:

a)

b)

c) 

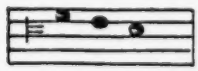
d)

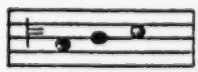
e) don't know

19. Which answer shows mi - re - do:

a)

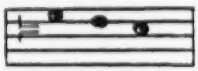
b)

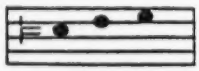
c) 

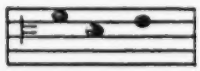
d) 

e) don't know

20. Which answer shows mi - do - do:

a) 

b) 

c) 

d)

e) don't know

21. ta ti-ti tal is shown by which pattern?

a)

b)

c)

d)

e) don't know

22. ta, ta, ti-ti, ti-ti, is shown by which pattern?

a)

b)

c)

d)

e) don't know

23. is a:

a) staff
b) phrase
c) repeat sign
d) rest
e) don't know

24. *f* means to sing:

a) loudly
b) softly
c) medium
d) not at all
e) don't know

GREATER ALBANY PUBLIC SCHOOL DISTRICT No. 8J
Music Curriculum Steering Committee

ALBANY 3rd GRADE MUSIC TEST [Norm Month: March 1988]

RS	DP	A	f	DISTRIBUTION OF SCORES
1	1	1.0	0	.
2	1	1.0	0	.
3	1	1.0	0	.
4	1	1.0	5	+++++
5	1	3.1	4	++++
6	2	8.0	7	+++++++
7	4	13.6	13	+++++++++++++
8	7	18.9	17	+++++++++++++++++
9	10	23.5	19	+++++++++++++++++++
10	14	27.3	20	++++++++++++++++++++
11	20	32.0	40	++
12	27	37.0	35	+++++++++++++++++++++++++++++++++++
13	34	41.5	45	+++
14	43	46.5	52	++
15	51	50.4	26	++++++++++++++++++++++++++
16	58	54.1	48	++
17	67	59.1	49	+++
18	75	64.4	41	++
19	82	69.4	32	++++++++++++++++++++++++++++++++
20	87	74.0	23	++++++++++++++++++++++
21	92	79.7	28	++++++++++++++++++++++++++++
22	96	87.6	17	+++++++++++++++++
23	99	95.7	6	++++++
24	99	99.0	3	+++

RS = Raw Score, or Number Correct
DP = District Percentile Score
A = A-Score, or Albany Normalized Standard Score

T119NORM.WKS 28-Mar-88

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J
DISTRICT CURRICULUM EVALUATION TESTING
Albany 3rd Grade Music Test for 1987-88

12-31-1988
Test #119

#	N	% B	1	2	3	4	5
1	532	1	5	88	4	2	0
2	532	1	80	7	9	3	0
3	532	1	44	19	9	16	12
4	532	1	17	4	66	5	7
5	532	1	11	11	72	5	1
6	532	1	20	70	4	5	1
7	532	1	3	29	61	6	1
8	532	1	39	18	17	24	1
9	532	1	4	89	3	3	0
10	532	1	12	6	74	7	0
11	532	1	16	63	15	5	0
12	532	1	39	17	34	9	1
13	532	1	44	16	15	24	1
14	532	1	13	60	22	4	0
15	532	1	39	22	25	13	0
16	532	1	38	3	57	1	0
17	532	1	7	86	5	2	0
18	532	2	24	56	10	2	6
19	532	1	4	12	51	24	9
20	532	1	11	6	4	69	8
21	532	2	5	4	15	66	8
22	532	2	4	4	82	4	4
23	532	2	73	5	5	6	10
24	532	2	32	18	15	6	27

#	KEY	DIFF	BISERIAL	t	df
1	2	88-	0.30	7.12	530
2	1	80	0.41	10.34	530
3	4	16-	0.24	5.76	530
4	3	66	0.41	10.22	530
5	3	72	0.38	9.45	530
6	2	70	0.54	14.72	530
7	3	61	0.43	11.07	530
8	1	39	0.44	11.20	530
9	2	89-	0.42	10.75	530
10	3	74	0.47	12.12	530
11	2	63	0.44	11.31	530
12	1	39	0.40	10.12	530
13	1	44	0.46	11.84	530
14	2	60	0.40	10.18	530
15	1	39	0.28	6.69	530
16	3	57	0.27	6.51	530
17	2	86-	0.37	9.17	530
18	2	56	0.35	8.70	530
19	3	51	0.41	10.40	530
20	4	69	0.43	10.86	530
21	4	66	0.50	13.26	530
22	3	82	0.46	11.77	530
23	1	73	0.53	14.52	530
24	1	32	0.42	10.53	530

ØI MU03T119.P88 NOTES: Coefficient Alpha = 0.779. Critical t (2-tailed, p=.01) when df =530 is 2.617.

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J
DISTRICT CURRICULUM EVALUATION TESTING
Albany 3rd Grade Music Test for 1987-88

12-31-1988
Test #119

CORRECT RESPONSE SUMMARY BY MUSIC GOAL/OBJECTIVE

1. 63.3% CR for 3.1 Meaning of musical symbols...
2. 64.6% CR for 4.1 Melody and melodic movement...
3. 66.2% CR for 4.4 Rhythmic patterns (identical/altered)...
4. 44.0% CR for 4.5 Instrument characteristics / voice types...
5. 56.1% CR for 5.1 Components of music...
6. 58.5% CR for 5.2 Notation to record musical design...

Items for 1: 21 22 23 24
Items for 2: 1 2 3 4 5 6 7
Items for 3: 9 10 11 12
Items for 4: 13
Items for 5: 8 14 15 16 17
Items for 6: 18 19 20

Appendix B

Albany 5th Grade Music Test

1987-88 Distribution of Scores

Test Item Analysis

5th Grade

Music

Evaluation Test

GAPS 1988

31

DIRECTIONS: For questions 1-33, listen to the tape. Follow along as each question with its possible answers are read by the speaker on the tape. After you hear the music sample, mark your answer by filling in the bubble on the computer answer sheet. You will hear most music samples two times.

1. The singer sounds:

   a) mostly low
   b) mostly high
   c) very low
   d) don't know

2. The singer sounds:

   a) mostly low
   b) mostly high
   c) very high
   d) don't know

3. Listen to the singer. Which drawing best shows what you hear:

   a)
   c)
   b)
   d)
   e) don't know

4. Which drawing best shows what you hear:

   a)
   c)
   b)
   d)
   e) don't know

5. Listen to the singer and mark how the music moves:

   a) it moves higher
   b) it moves lower
   c) it stays the same
   d) don't know

6. Mark how the music moves:

   a) it moves higher
   b) it moves lower
   c) it stays the same
   d) don't know

7. Mark how the music moves:

   a) mostly by steps
   b) mostly by leaps or skips
   c) stays the same
   d) don't know

8. The music moves:

   a) mostly by steps
   b) mostly by leaps or skips
   c) stays the same
   d) don't know

9. The music moves mostly by:

   a) steps
   b) leaps
   c) steps and leaps
   d) don't know

10. Is the instrument playing a major or minor scale?

    a) major
    b) minor
    c) major and minor
    d) don't know

11. Does the music sound major or minor?

    a) major
    b) minor
    c) major and minor
    d) don't know

12. Listen to the examples sung, then mark the pattern the piano plays.

a) S_1 D
b) D D R R M
c) M M R R D
d) don't know

13. Listen to the samples sung, then mark the pattern the piano plays.

a) S_1 S_1 D D
b) D M S S
c) D M S L
d) don't know

14. The word that best describes what you hear is:

a) a round or canon
b) theme and variation
c) rondo form
d) don't know

15. The word that best describes what you hear is:

a) a round or canon
b) theme and variation
c) rondo form
d) don't know

16. Mark the answer that best describes what you hear:

a) ostinato
b) phrase
c) cadence
d) don't know

17. Mark the rhythm pattern you hear:

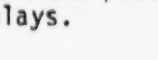
a)

b)

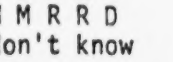
c)

d) don't know

18. Mark the rhythm pattern you hear:

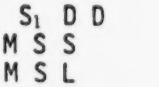
a) 

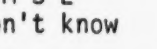
b)

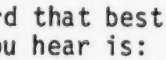
c) 

d) don't know

19. Mark the rhythm pattern you hear:

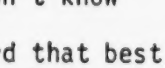
a) 

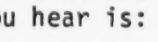
b) 

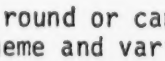
c) 

d) don't know

20. Mark the rhythm pattern you hear:

a) 

b) 

c) 

d) don't know

21. Listen to the instrument playing with the singer. The instrument is playing the:

a) rhythm of the words (rhythm)
b) steady beat
c) uneven beat
d) don't know

22. Listen to the instrument playing. It is playing the:

a) rhythm of the words (rhythm)
b) steady beat
c) steady weak beat
d) don't know

23. The voice you hear is a:

a) soprano
b) tenor
c) bass
d) don't know

24. The voice you hear is a:

a) soprano
b) tenor
c) bass
d) don't know

25. The voice you hear is a:

a) soprano
b) tenor
c) bass
d) don't know

26. To which family do these instruments belong?

a) percussion
b) brass
c) woodwind
d) string
e) don't know

27. To which family do these instruments belong?

a) percussion
b) brass
c) woodwind
d) string
e) don't know

28. Which instrument do you hear?

a) clarinet
b) violin
c) trumpet
d) don't know

29. Which instrument do you hear?

a) clarinet
b) violin
c) trumpet
d) don't know

30. The dynamics of this music are best shown by which marking:

a) *f*

b) *p*

c)

d) don't know

31. The tempo of the music is:

a) fast and slow
b) slow
c) fast
d) don't know

32. The tempo of the music is:

a) fast and slow
b) slow
c) fast
d) don't know

33. Listen to the voices singing. Do the singers:

a) sing together on the melody, then move to part singing.

b) sing together on the melody only.
c) sing in parts, then sing together on the melody
d) don't know

DIRECTIONS: For questions 34-44, the teacher will read aloud each question. Read silently along. Then mark your answer by filling in the bubble on the computer answer sheet.

34. *f* means to sing:

a) loudly
b) softly
c) medium
d) not at all
e) don't know

35. *pp* means to sing:

a) loudly
b) very softly
c) medium
d) not at all
e) don't know

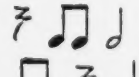
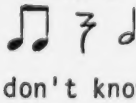
36. ||: and :|| are:

a) treble clef signs
b) repeat signs
c) cadence markings
d) D.C. al Fine signs
e) don't know

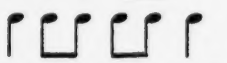
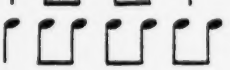
37. means:

a) to repeat
b) the end
c) to move faster
d) to hold
e) don't know

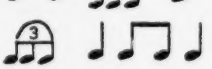
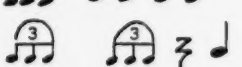
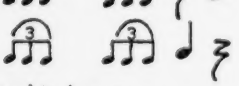
38. ti-ti - rest tal is shown by which pattern?

a)
b)
c) 
d) 
e) don't know

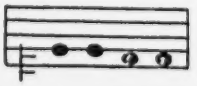
39. ta - ti-ti ti-ti-ta is shown by which pattern?

a)
b)
c) 
d) 
e) don't know

40. trip-le-ti trip-le-ti ta rest is shown by which pattern?

a)
b) 
c) 
d) 
e) don't know

41. Which answer shows do do mi mi:

a)
b)
c) 
d)
e) don't know

42. Which answer shows
so_1 so_1 do do:

a)

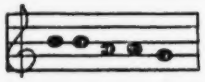
b)

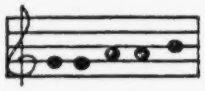
c)

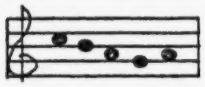
d)

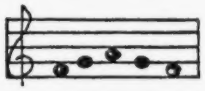
e) don't know

43. Which answer shows
B - B - A - A - G ?

a) 

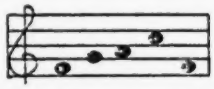
b) 

c) 

d) 

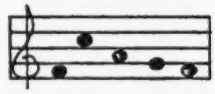
e) don't know

44. Which answer shows
C - D - B - A - F ?

a) 

b)

c)

d) 

e) don't know

GREATER ALBANY PUBLIC SCHOOL DISTRICT No. 8J
Music Curriculum Steering Committee

ALBANY 5th GRADE MUSIC TEST [Norm Month: March 1988]

RS	DP	A	f	DISTRIBUTION OF SCORES
1	1	1.0	1	+
2-4	1	1.0	0	.
5	1	1.0	2	++
6-7	1	1.0	0	.
8	1	1.0	1	+
9	1	1.0	1	+
10	1	1.0	0	.
11	1	1.8	1	+
12	2	4.3	3	+++
13	2	5.6	0	.
14	2	7.2	3	+++
15	3	10.4	6	++++++
16	4	13.8	7	+++++++
17	5	16.2	4	++++
18	6	17.8	6	++++++
19	9	21.1	16	++++++++++++++++
20	11	24.2	9	+++++++++
21	13	26.6	14	++++++++++++++
22	16	28.9	11	++++++++++++
23	19	31.3	18	++++++++++++++++++
24	22	33.9	18	++++++++++++++++++
25	26	36.7	24	++++++++++++++++++++++++
26	31	39.4	20	++++++++++++++++++++
27	35	42.0	25	+++++++++++++++++++++++++
28	40	44.7	23	++++++++++++++++++++++++
29	46	47.9	38	++
30	53	51.4	29	+++++++++++++++++++++++++++++
31	59	54.7	33	+++++++++++++++++++++++++++++++++
32	65	58.2	30	++++++++++++++++++++++++++++++
33	71	61.7	30	++++++++++++++++++++++++++++++
34	77	65.7	32	+++++++++++++++++++++++++++++++++
35	83	69.9	25	++++++++++++++++++++++++
36	88	74.6	26	++++++++++++++++++++++++++
37	92	79.7	16	++++++++++++++++
38	95	83.7	9	+++++++++
39	96	87.9	10	++++++++++
40	98	93.7	7	+++++++
41	99	98.2	1	+
42	99	99.0	2	++
43	99	99.0	1	+
44	99	99.0	0	.

RS = Raw Score, or Number Correct
DP = District Percentile Score
A = A-Score, or Albany Normalized Standard Score

T12ONORM.WKS 28-Mar-88

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J
DISTRICT CURRICULUM EVALUATION TESTING
5th Grade Music Test for 1987-88

12-31-1988
Test #120

#	N	X	B	1	2	3	4	5
1	504		1	4	90	4	1	0
2	504		1	88	3	7	1	1
3	504		1	52	22	5	16	5
4	504		1	15	2	79	1	2
5	504		1	7	8	82	1	0
6	504		1	13	82	2	2	0
7	504		1	57	24	8	10	0
8	504		1	19	61	14	4	0
9	504		1	31	9	54	4	0
10	504		1	30	17	38	13	1
11	504		1	22	45	18	14	0
12	504		1	1	24	72	1	0
13	504		1	75	19	3	2	0
14	504		1	58	16	16	8	1
15	504		1	8	46	29	14	1
16	504		2	25	20	30	23	1
17	504		1	1	95	1	1	0
18	504		1	3	2	91	3	0
19	504		1	2	42	52	3	0
20	504		1	51	21	16	11	0
21	504		1	12	74	11	2	0
22	504		1	55	13	25	5	0
23	504		1	73	11	4	10	0
24	504		2	10	66	14	9	0
25	504		1	5	7	82	5	0
26	504		1	78	4	12	2	3
27	504		2	5	73	15	2	3
28	504		3	5	1	90	1	0
29	504		3	83	10	2	2	0
30	504		3	15	23	36	23	0
31	504		3	46	3	48	1	0
32	504		3	3	91	2	1	0
33	504		3	50	18	20	9	1
34	504		3	51	16	10	3	18
35	504		3	11	57	9	3	18
36	504		2	7	58	8	9	16
37	504		2	8	8	13	55	15
38	504		2	5	4	4	82	3
39	504		2	2	2	88	4	2
40	504		2	1	3	5	87	2

#	KEY	DIFF	BISERIAL	t	df
1	2	90-	0.28	6.48	502
2	1	88-	0.31	7.27	502
3	4	16-	0.29	6.69	502
4	3	79	0.35	8.37	502
5	3	82	0.30	7.11	502
6	2	82	0.35	8.38	502
7	1	57	0.36	8.72	502
8	2	61	0.35	8.27	502
9	3	54	0.20	4.53	502
10	1	30	0.35	8.30	502
11	2	45	0.28	6.46	502
12	3	72	0.29	6.69	502
13	1	75	0.29	6.75	502
14	1	58	0.34	8.19	502
15	2	46	0.36	8.55	502
16	3	30	0.21	4.73	502
17	2	95-	0.41	10.05	502
18	3	91-	0.43	10.64	502
19	3	52	0.27	6.20	502
20	1	51	0.36	8.78	502
21	2	74	0.40	9.66	502
22	1	55	0.41	10.16	502
23	1	73	0.46	11.72	502
24	2	66	0.44	11.13	502
25	3	82	0.49	12.75	502
26	1	78	0.40	9.89	502
27	2	73	0.31	7.24	502
28	3	90-	0.40	9.65	502
29	1	83	0.42	10.28	502
30	3	36	0.23	5.39	502
31	3	48	0.27	6.20	502
32	2	91-	0.36	8.66	502
33	1	50	0.31	7.38	502
34	1	51	0.51	13.41	502
35	2	57	0.45	11.42	502
36	2	58	0.38	9.24	502
37	4	55	0.45	11.29	502
38	4	82	0.47	12.09	502
39	3	88-	0.44	11.12	502
40	4	87-	0.50	12.82	502

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J
DISTRICT CURRICULUM EVALUATION TESTING
5th Grade Music Test for 1987-88

12-31-1988
Test #120

#	N	% B	1	2	3	4	5
41	504	2	15	62	10	3	8
42	504	3	2	44	44	2	6
43	504	2	67	18	4	3	6
44	504	4	8	10	53	13	13

#	KEY	DIFF	BISERIAL	t	df
41	2	62	0.48	12.14	502
42	3	44	0.22	5.02	502
43	1	67	0.41	9.94	502
44	3	53	0.43	10.64	502

ßΣ MU05T120.P88 NOTES: Coefficient Alpha = 0.840. Critical t (2-tailed, p=.01) when df =502 is 2.617.

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J
DISTRICT CURRICULUM EVALUATION TESTING
5th Grade Music Test for 1987-88

12-31-1988
Test #120

CORRECT RESPONSE SUMMARY BY MUSIC GOAL/OBJECTIVE

1. 66.4% CR for 3.1 Meaning of musical symbols...
2. 68.8% CR for 4.1 Melody and melodic movement...
3. 69.5% CR for 4.4 Rhythmic patterns (identical/altered)...
4. 78.1% CR for 4.5 Instrument characteristics / voice types...
5. 35.3% CR for 4.6 Harmony and harmonic movement...
6. 54.9% CR for 5.1 Components of music...
7. 53.0% CR for 5.2 Notation to record musical design...

Items for 1: 34 35 36 37 38 39 40 43 44
Items for 2: 1 2 3 4 5 6 7 8 9 12 13
Items for 3: 17 18 19 20 21 22
Items for 4: 23 24 25 26 27 28 29
Items for 5: 10 11 16
Items for 6: 14 15 30 31 32 33
Items for 7: 41 42

Appendix C

Albany 8th Grade Music Test

1987-88 Distribution of Scores

Test Item Analysis

Greater Albany School District 8J
8th Grade Music Test

GENERAL INSTRUCTIONS

1. DO NOT WRITE ON THIS TEST

2. Use: a. GENERAL PURPOSE NCS ANSWER SHEET
   b. No. 2 PENCIL

3. Fill in only the NAME and IDENTIFICATION NUMBER parts of the information grid on the answer sheet.

   NAME: Print your LastName FirstName beginning in the left-most box. Below each box is a column of bubbles. Fill in the bubble that has the same letter that is in the box. When a box is empty, fill in the empty bubble at the top of the column.

   IDENTIFICATION NUMBER: Print your SCHOOL number in boxes ABC. Print the TEST number in boxes DEF. Leave the rest of the boxes empty. Below each box is a column of bubbles. Fill in the bubble that has the same number that is in the box. Please leave blank all of the bubbles under each empty box.

   (ABC) School Number: 116= CMS
   117= MMS
   118= NAMS

   (DEF) Test Number: 127= 8th Grade Music Test

   ---

4. Don't write anything on the SEX, GRADE or EDUC, BIRTH DATE, or SPECIAL CODES parts of the information grid. Please leave them blank.

5. When you mark on the answer sheet, be careful to fill in the bubble that goes with the answer you choose. Fill in the bubble completely and make your mark dark. If you want to change an answer, erase the mark you made and make a new mark.

5/87

TESTING DAY 1

1. Determine the range of the singer:

   a) mostly low
   b) mostly high
   c) very low
   d) don't know

2. Determine the range of the singer:

   a) mostly low
   b) mostly high
   c) very high
   d) don't know

3. Which drawing best shows what you hear:

   a)
   c)
   b)
   d)
   e) don't know

4. Which drawing best shows what you hear:

   a)
   c)
   b)
   d)
   e) don't know

5. Listen carefully and indicate how the song moves:

   a) it moves higher
   b) it moves lower
   c) it stays the same
   d) don't know

6. Indicate how the song moves:

   a) it moves higher
   b) it moves lower
   c) it stays the same
   d) don't know

7. Is the song in a major or minor key?

   a) major
   b) minor
   c) major and minor
   d) don't know

8. Determine how the song moves.

   a) major to minor key
   b) minor to major key
   c) stays in major key
   d) don't know

9. What pattern do you hear?

   a) R,R,R,D,R, or 2,2,2,1,2
   b) S,M,L,S,M or 5,3,6,5,3
   c) S,S,M,M,D or 5,5,3,3,1
   d) don't know

10. What pattern do you hear?

    a) D,L,S or 1,6,5
    b) D,D^{1} T or 1,8,7
    c) D,D^{1} S or 1,8,5
    d) don't know

11. Choose the form that best describes what you hear is:

    a) a round or canon
    b) theme and variation
    c) rondo form
    d) don't know

12. Choose the form that best describes what you hear:

    a) theme and variation
    b) rondo form.
    c) theme only
    d) don't know

13. In this example, numbers will be heard to help you determine your answer. Choose the form that best describes what you hear:

a) theme and variation
b) rondo form
c) theme only
d) don't know

14. Choose the word that best describes what you hear:

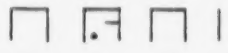
a) motive
b) phrase
c) cadence
d) don't know

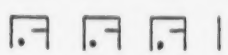
15. Choose the word that best describes what you hear:

a) motive
b) phrase
c) cadence
d) don't know

16. Choose the rhythm pattern you hear:

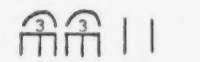
a)

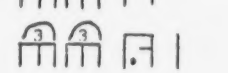
b) 

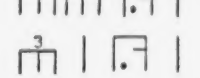
c) 

d) don't know

17. Choose the rhythm pattern you hear:

a) 

b) 

c) 

d) don't know

18. Identify the voice you hear:

a) soprano
b) tenor
c) bass
d) don't know

19. Identify the voice you hear:

a) soprano
b) tenor
c) bass
d) don't know

20. Identify the voice you hear

a) soprano
b) tenor
c) bass
d) don't know

21. To which family do these instruments belong?

a) percussion
b) brass
c) woodwind
d) string

22. To which family do these instruments belong?

a) percussion
b) brass
c) woodwind
d) string

23. To which family do these instruments belong?

a) percussion
b) brass
c) woodwind
d) string

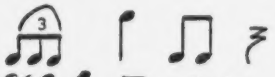
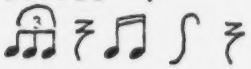
24. Which instrument do you hear?

a) clarinet
b) violin
c) trumpet
d) don't know

25. Which instrument do you hear?

a) clarinet
b) violin
c) trumpet
d) don't know

26. 1&a 2 3& rest, is shown by which pattern?

a) 
b)
c)
d) 
e) don't know

27. In 4/4 time the correct counting would be

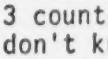
a) & 1(&)2(&)3(&)4
b) 1 & 2(&)3(&)4
c) 1 &(2)&(3) &(4)&
d) &(1)&(2)&(3)&(4)&
e) don't know

28. In 3/4 time equals:

a) 3 counts
b) 1 count
c) 2 counts
d) 4 counts
e) don't know

29. In slow 6/8 time equals:

a) 1 count
b) 2 counts
c) 4 counts
d) 3 counts
e) don't know

30. In 5/8 time 

a) 2 counts
b) 3 counts
c) 5 counts
d) 4 counts
e) don't know

31. D.S. al fine means:

a) do something well
b) repeat five times
c) go back to the sign
d) the end
e) don't know

32. Subito piano means:

a) very soft
b) play the piano
c) suddenly soft
d) accent suddenly
e) don't know

33. Andante means the music moves:

a) fast
b) medium fast
c) slowly
d) fast and slow
e) don't know

34. Presto means the music moves:

a) very fast
b) fast
c) slowly
d) very slow
e) don't know

35. *sfz* means:

a) less loudly
b) suddenly soft
c) accent
d) heavy-explosive accent
e) don't know

36. *fp* indicates:

a) forte
b) piano
c) forte piano
d) suddenly loud
e) don't know

37. Choose the category which best describes the recorded example:

a) dixieland jazz
b) ragtime jazz
c) big band jazz
d) modern jazz
e) fusion jazz

38. Choose the category which best describes the recorded example:

a) dixieland jazz
b) fusion jazz
c) big band jazz
d) modern jazz
e) ragtime jazz

39. Choose the category which best describes the recorded example:

a) dixieland jazz
b) ragtime jazz
c) big band jazz
d) modern jazz
e) fusion jazz

40. Choose the category which best describes the recorded example:

a) dixieland jazz
b) ragtime jazz
c) big band jazz
d) modern jazz
e) fusion jazz

41. Choose the category which best describes the recorded example:

a) dixieland jazz
b) ragtime jazz
c) big band jazz
d) modern jazz
e) fusion jazz

42. Choose the geographic area which best describes where the recorded example comes from:

a) the Orient
b) Africa
c) Mexico
d) Middle-East
e) Russia

43. Choose the geographic area which best describes where the recorded example comes from:

a) the Orient
b) Africa
c) Mexico
d) Middle-East
e) Russia

44. Choose the geographic area which best describes where the recorded example comes from:

a) the Orient
b) Africa
c) Mexico
d) Middle-East

45. Choose the geographic area which best describes where the recorded example comes from:

a) the Orient
b) Africa
c) Mexico
d) Middle-East
e) Russia

46. Choose the geographic area which best describes where the recorded example comes from:

a) the Orient
b) Africa
c) Middle-East
d) Mexico
e) Russia

47. Choose the musical category which best describes the recorded example:

a) symphony
b) opera
c) oratorio
d) concerto

48. Choose the musical category which best describes the recorded example:

a) symphony
b) opera
c) oratorio
d) concerto

49. Choose the musical category which best describes the recorded example:

a) symphony
b) opera
c) oratorio
d) concerto

50. Choose the musical category which best describes the recorded example:

a) symphony
b) opera
c) oratorio
d) concerto

51. Choose the musical category which best describes the recorded example:

a) string quartet
b) woodwind quintet
c) brass quintet
d) madrigal

52. Choose the musical category which best describes the recorded example:

a) string quartet
b) woodwind quintet
c) brass quintet
d) madrigal

53. Choose the musical category which best describes the recorded example:

a) string quartet
b) woodwind quintet
c) brass quintet
d) madrigal

54. Choose the musical category which best describes the recorded example:

a) string quartet
b) woodwind quintet
c) brass quintet
d) madrigal

55. Choose the word which best describes the texture of the recorded example:

a) homophonic (melody w/acc or harmony)
b) two-part polyphony
c) three-part polyphony
d) four-part polyphony

56. Choose the word which best describes the texture of the recorded example:

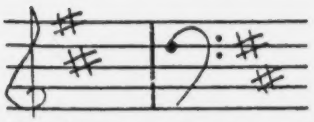
a) homophonic
b) two-part polyphony
c) three-part polyphony
d) four-part polyphony

57. Choose the word which best describes the texture of the recorded example:

a) homophonic
b) two-part polyphony
c) three-part polyphony
d) four-part polyphony

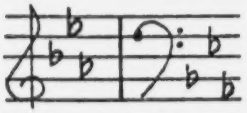
58. Choose the word which best describes the texture of the recorded example:

a) homophonic
b) two-part polyphony
c) three-part polyphony
d) four-part polyphony

59. 

Which key signature is shown?

a) B
b) C
c) A
d) D
e) don't know

60. 

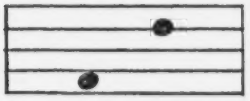
Which key signature is shown?

a) E
b) C
c) A^{b}
d) E^{b}
e) don't know

61.

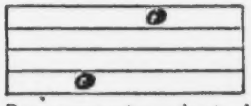
Represents what interval?

a) a third
b) a second
c) a unison
d) a fourth
e) don't know

62. 

Represents what interval?

a) a fourth
b) a sixth
c) a second
d) a third
e) don't know

63. 

Represents what interval?

a) a sixth
b) a fifth
c) an eighth
d) a seventh
e) don't know

64.

Represents what interval?

a) a seventh
b) a sixth
c) an octave
d) a fourth
e) don't know

65. Choose the item that most affects the expression of music:

a) tempo
b) note values
c) pitch
d) duration

66. Choose the item that most affects the expression of music:

a) key
b) beat
c) timbre
d) tonic

67. Choose the item that most affects the expression of music:

a) intonation
b) dynamics
c) clef
d) blend

68. Choose the item that most affects the expression of music:

a) vibrato
b) sitting position
c) sight reading
d) tone

69. Choose the item that most affects the expression of music:

a) interval
b) mode
c) breath support
d) voice

SURVEY: Questions 70-83 are not included in the test score because they are survey questions. Survey questions have no right or wrong answer for individual students.

Which of the following types of music do you have in your record/tape collection?

70.	Folk music	A. Yes	B. No
71.	Rock music	A. Yes	B. No
72.	Country/western	A. Yes	B. No
73.	Opera	A. Yes	B. No
74.	Jazz	A. Yes	B. No
75.	Symphonic	A. Yes	B. No
76.	Solo/ensemble	A. Yes	B. No

Which of the following types of music do you have in your sheet music collection?

77.	Folk music	A. Yes	B. No
78.	Rock music	A. Yes	B. No
79.	Country/western	A. Yes	B. No
80.	Opera	A. Yes	B. No
81.	Jazz	A. Yes	B. No
82.	Symphonic	A. Yes	B. No
83.	Solo/ensemble	A. Yes	B. No

GREATER ALBANY PUBLIC SCHOOL DISTRICT No. 8J
Music Curriculum Steering Committee

ALBANY 8th GRADE MUSIC TEST [Norm: May 1988]

RS	DP	A	SCORE DISTRIBUTION
1-14	1	1.0	2 ++
15	1	2.5	1 +
16-19	1	3.7	0 .
20	2	5.4	1 +
21	2	7.2	1 +
22	3	9.1	1 +
23	3	9.7	0 .
24	3	11.3	2 ++
25	5	14.3	3 +++
26	6	16.7	2 ++
27	6	17.9	1 +
28	7	19.1	2 ++
29	9	21.1	4 ++++
30	10	23.3	3 +++
31	13	25.9	7 +++++++
32	16	29.0	7 +++++++
33	19	31.5	6 ++++++
34	21	32.9	2 ++
35	23	34.1	5 +++++
36	25	36.1	7 +++++++
37	30	39.0	13 +++++++++++++
38	35	42.1	9 +++++++++
39	42	45.5	17 +++++++++++++++++
40	47	48.4	6 ++++++
41	52	51.3	17 +++++++++++++++++
42	59	54.5	9 +++++++++
43	64	57.3	12 ++++++++++++
44	67	59.3	3 +++
45	70	61.1	10 ++++++++++
46	74	63.7	7 +++++++
47	78	65.9	7 +++++++
48	80	67.8	4 ++++
49	82	69.1	3 +++
50	85	71.5	9 +++++++++
51	88	74.4	4 ++++
52	90	76.7	5 +++++
53	92	78.9	2 ++
54	93	80.6	3 +++
55	94	83.3	4 ++++
56	96	87.4	4 ++++
57	98	92.8	3 +++
58-69	99	99.0	3 +++

RS = Raw Score, or Number Correct
DP = District Percentile Rank
A = A-Score, or Albany Normalized Standard Score

T127NORM.WKS 30-May-88

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J
DISTRICT CURRICULUM EVALUATION TESTING
8th Grade Music Test for 1987-88

12-31-1988
Test #127

#	N	% B	1	2	3	4	5
1	211	2	2	93	2	0	0
2	211	2	91	1	5	0	0
3	211	2	59	15	3	20	1
4	211	2	15	1	82	0	1
5	211	2	4	3	88	3	0
6	211	2	4	89	4	0	1
7	211	2	63	13	10	10	1
8	211	2	33	48	5	10	2
9	211	2	9	77	9	2	0
10	211	2	25	40	30	3	0
11	211	2	70	8	14	4	1
12	211	2	56	20	16	6	0
13	211	2	29	43	23	3	0
14	211	2	26	30	30	10	1
15	211	2	36	36	18	7	0
16	211	2	64	22	10	1	0
17	211	1	15	76	6	1	0
18	211	1	95	1	2	0	0
19	211	2	3	93	2	0	0
20	211	1	0	3	95	0	0
21	211	1	89	2	7	0	0
22	211	1	3	92	2	1	0
23	211	1	5	2	11	81	0
24	211	1	2	2	94	1	0
25	211	1	92	5	0	1	0
26	211	1	66	9	17	2	5
27	211	2	12	29	31	12	13
28	211	1	65	5	16	9	4
29	211	1	30	45	9	9	5
30	211	3	23	31	17	19	7
31	211	2	6	2	68	12	9
32	211	2	31	4	41	11	9
33	211	2	21	35	24	12	7
34	211	2	54	23	9	6	6
35	211	2	7	21	9	46	15
36	211	3	8	4	82	1	3
37	211	2	3	8	21	33	33
38	211	1	65	2	8	3	20
39	211	1	6	13	9	43	27
40	211	1	7	11	53	15	13

#	KEY	DIFF	BISERIAL	t	df
1	2	93-	0.32	4.89	209
2	1	91-	0.25	3.73	209
3	4	20-	0.07-	1.04	209
4	3	82	0.28	4.22	209
5	3	88-	0.35	5.35	209
6	2	89-	0.39	6.10	209
7	1	63	0.42	6.69	209
8	2	48	0.28	4.19	209
9	2	77	0.41	6.59	209
10	2	40	0.27	4.04	209
11	1	70	0.39	6.07	209
12	1	56	0.31	4.75	209
13	2	43	0.40	6.23	209
14	3	30	0.17-	2.52	209
15	1	36	0.20	2.92	209
16	1	64	0.38	6.03	209
17	2	76	0.45	7.21	209
18	1	95-	0.45	7.28	209
19	2	93-	0.37	5.82	209
20	3	95-	0.38	5.87	209
21	1	89-	0.37	5.74	209
22	2	92-	0.33	5.01	209
23	4	81	0.27	4.12	209
24	3	94-	0.40	6.29	209
25	1	92-	0.41	6.49	209
26	1	66	0.36	5.50	209
27	3	31	0.29	4.45	209
28	1	65	0.36	5.64	209
29	2	45	0.37	5.76	209
30	4	19-	0.29	4.37	209
31	3	68	0.30	4.46	209
32	3	41	0.35	5.44	209
33	3	24-	0.28	4.25	209
34	1	54	0.34	5.28	209
35	4	46	0.39	6.04	209
36	3	82	0.43	6.80	209
37	5	33	0.39	6.04	209
38	1	65	0.41	6.45	209
39	4	43	0.26	3.88	209
40	3	53	0.31	4.76	209

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J — 12-31-1988
DISTRICT CURRICULUM EVALUATION TESTING — Test #127
8th Grade Music Test for 1987-88

#	N	% B	1	2	3	4	5
41	211	1	20	58	6	4	11
42	211	1	3	82	3	10	0
43	211	1	24	7	2	59	7
44	211	2	67	6	7	17	1
45	211	1	1	0	90	5	2
46	211	2	1	0	4	0	91
47	211	1	4	21	53	20	0
48	211	2	38	1	10	46	3
49	211	2	62	1	17	17	1
50	211	3	1	76	14	6	0
51	211	2	6	8	82	2	0
52	211	2	68	21	3	6	0
53	211	2	9	67	11	10	0
54	211	2	3	3	1	89	1
55	211	2	27	19	27	22	1
56	211	2	36	14	31	18	0
57	211	2	21	53	14	9	1
58	211	3	22	28	23	21	2
59	211	1	21	20	17	30	11
60	211	1	9	11	31	37	10
61	211	1	8	54	17	8	13
62	211	1	24	47	6	7	15
63	211	1	17	20	7	40	15
64	211	1	15	12	53	4	15
65	211	1	45	18	21	12	2
66	211	2	20	45	15	14	3
67	211	2	12	51	7	24	4
68	211	2	12	12	10	63	1
69	211	3	17	27	30	21	3

#	KEY	DIFF	BISERIAL	t	df
41	2	58	0.42	6.72	209
42	2	82	0.21	3.18	209
43	4	59	0.42	6.60	209
44	1	67	0.30	4.47	209
45	3	90-	0.34	5.14	209
46	5	91-	0.28	4.28	209
47	3	53	0.26	3.88	209
48	4	46	0.38	5.95	209
49	1	62	0.35	5.46	209
50	2	76	0.14-	2.11	209
51	3	82	0.27	4.11	209
52	1	68	0.31	4.80	209
53	2	67	0.37	5.76	209
54	4	89-	0.41	6.52	209
55	1	27	0.07-	0.95	209
56	4	18-	0.08-	1.10	209
57	2	53	0.31	4.68	209
58	3	23-	-0.05-	0.73	209
59	4	30	0.27	4.11	209
60	4	37	0.33	5.02	209
61	2	54	0.28	4.25	209
62	2	47	0.47	7.64	209
63	4	40	0.40	6.38	209
64	3	53	0.35	5.40	209
65	1	45	0.17-	2.52	209
66	3	15-	0.12-	1.68	209
67	2	51	0.25	3.75	209
68	1	12-	0.12-	1.68	209
69	2	27	0.10-	1.40	209

ßΣ MU08T127.P88 NOTES: Coefficient Alpha = 0.851. Critical t (2-tailed, p=.01) when df =209 is 2.617.

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J
DISTRICT CURRICULUM EVALUATION TESTING
8th Grade Music Test for 1987-88

12-31-1988
Test #127

CORRECT RESPONSE SUMMARY BY MUSIC GOAL/OBJECTIVE

1. 47.2% CR for 3.1 Meaning of musical symbols...
2. 63.1% CR for 4.1 Melody and melodic movement...
3. 70.1% CR for 4.4 Rhythmic patterns (identical and altered)...
4. 91.4% CR for 4.5 Instrument characteristics and voice types...
5. 55.6% CR for 5.1 Components of music...
6. 64.2% CR for 6.2 Musical heritage in Western civilization...
7. 29.8% CR for 8.1 Expressive elements of music...

Items for 1: 26 27 28 29 30 31 32 33 34 35 36 59 60 61 62 63 64
Items for 2: 1 2 3 4 5 6 7 8 9 10 14 15
Items for 3: 16 17
Items for 4: 18 19 20 21 22 23 24 25
Items for 5: 11 12 13 47 48 49 50 51 52 53 54 55 56 57 58
Items for 6: 37 38 39 40 41 42 43 44 45 46
Items for 7: 65 66 67 68 69

Appendix D

Albany High School Music Test

1987-88 Distribution of Scores

Test Item Analysis

Greater Albany School District 8J
High School Music Test

GENERAL INSTRUCTIONS

1. DO NOT WRITE ON THIS TEST

2. Use: a. GENERAL PURPOSE NCS ANSWER SHEET
   b. No. 2 PENCIL

3. Fill in only the NAME and IDENTIFICATION NUMBER parts of the information grid on the answer sheet.

   NAME: Print your LastName FirstName beginning in the left-most box. Below each box is a column of bubbles. Fill in the bubble that has the same letter that is in the box. When a box is empty, fill in the empty bubble at the top of the column.

   IDENTIFICATION NUMBER: Print your SCHOOL code in boxes ABC. Print the TEST code in boxes DEF. Print your GRADE code in boxes GH. Print GROUP code in boxes IJ. Below each box is a column of bubbles. Fill in the bubble that has the same number that is in the box.

   (ABC) School: 119=South Albany 120=West Albany

   (DEF) Test: 128= High School Music Test

   (GH) Grade: 09=Frosh 10=Soph 11=Jr 12=Sr 99=Other

   (IJ) Group: 71=Instrumental Music 72=Vocal Music

   ---

4. Don't write anything on the SEX, GRADE or EDUC, BIRTH DATE, or SPECIAL CODES parts of the information grid. Please leave them blank.

5. When you mark on the answer sheet, be careful to fill in the bubble that goes with the answer you choose. Fill in the bubble completely and make your mark dark. If you want to change an answer, erase the mark you made and make a new mark.

5/88

1. Determine the range of the singer:

   a) mostly low
   b) mostly high
   c) very low
   d) don't know

2. Determine the range of the singer:

   a) mostly low
   b) mostly high
   c) very high
   d) don't know

3. Which drawing best shows what you hear:

   a)
   c)
   b)
   d)
   e) don't know

4. Which drawing best shows what you hear:

   a)
   c)
   b)
   d)
   e) don't know

5. Listen carefully and indicate how the song moves:

   a) it moves higher
   b) it moves lower
   c) it stays the same
   d) don't know

6. Indicate how the song moves:

   a) it moves higher
   b) it moves lower
   c) it stays the same
   d) don't know

7. Is the song in a major or minor key?

   a) major
   b) minor
   c) major and minor
   d) don't know

8. Determine how the song moves:

   a) major to minor key
   b) minor to major key
   c) stays in major key
   d) don't know

9. What pattern do you hear?

   a) D,L,S or 1,6,5
   b) D,D' T or 1,8,7
   c) D,D' S or 1,8,5
   d) don't know

10. Choose the form that best describes what you hear:

    a) a round or canon
    b) theme and variation
    c) rondo form
    d) don't know

11. Choose the form that best describes what you hear:

    a) theme and variation
    b) rondo form
    c) theme only
    d) don't know

12. In this example numbers will be heard to help you determine your answer. Choose the form that best describes what you hear:

    a) theme and variation
    b) rondo form
    c) theme only
    d) don't know

13. Choose the word that best describes what you hear:

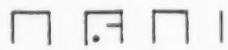
a) motive
b) phrase
c) cadence
d) don't know

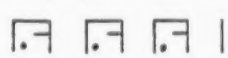
14. Choose the word that best describes what you hear:

a) motive
b) phrase
c) cadence
d) don't know

15. Choose the rhythm pattern you hear:

a)

b) 

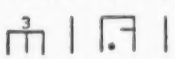
c) 

d) don't know

16. Choose the rhythm pattern you hear:

a)

b)

c) 

d) don't know

17. Identify the voice you hear:

a) soprano
b) tenor
c) bass
d) don't know

18. Identify the voice you hear:

a) soprano
b) tenor
c) bass
d) don't know

19. To which family do these instruments belong?

a) percussion
b) brass
c) woodwind
d) string

20. To which family do these instruments belong?

a) percussion
b) brass
c) woodwind
d) string

21. To which family do these instruments belong?

a) percussion
b) brass
c) woodwind
d) string

22. Identify the instrument combinations you hear:

a) clarinet and strings
b) bassoon and strings
c) French horn and strings
d) don't know

23. In 3/4 time equals:

a) 3 counts
b) 1 count
c) 2 counts
d) 4 counts
e) don't know

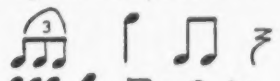
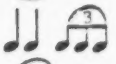
24. In slow 6/8 time ♩ equals:

a) 1 count
b) 2 counts
c) 4 counts
d) 3 counts
e) don't know

25. In 5/8 time ♪+♩. =

a) 2 counts
b) 3 counts
c) 5 counts
d) 4 counts
e) don't know

26. 1&a 2 3& rest, is shown by which pattern?

a) 
b)
c) 
d)
e) don't know

27. The correct counting is

a) 1(&) 2(&) 3(& 4 &)
b) 1(&) 2(&) & (4 &)
c) 1(2) &(3) &(4 &)
d) 1(2) &(3) 4(&)

28. In 4/4 time the correct counting would be

a) & 1(&)2(&)3(&)4
b) 1 & 2(&)3(&)4
c) 1 &(2)&(3) &(4)&
d) &(1)&(2)&(3)&(4)&
e) don't know

29. D.S. al fine means:

a) do something well
b) repeat five times
c) go back to the sign
d) the end
e) don't know

30. Subito piano means:

a) very soft
b) play the piano
c) suddenly soft
d) accent suddenly
e) don't know

31. Andante means the music moves:

a) fast
b) medium fast
c) slowly
d) fast and slow
e) don't know

32. Presto means the music moves:

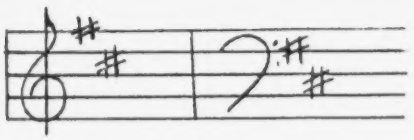
a) very fast
b) fast
c) slowly
d) very slow
e) don't know

33. *sfz* means:

a) less loudly
b) suddenly soft
c) accent
d) heavy-explosive accent
e) don't know

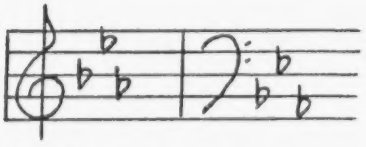
34. *fp* indicates:

a) forte
b) piano
c) forte piano
d) suddenly loud
e) don't know

35. 

Which key signature
is shown?

a) B
b) C
c) A
d) D
e) don't know

36. 

Which key signature
is shown?

a) E
b) C
c) A^{b}
d) E^{b}
e) don't know

37. Choose the category which best describes the recorded example:

a) dixieland jazz
b) ragtime jazz
c) big band jazz
d) modern jazz
e) fusion jazz

38. Choose the category which best describes the recorded example:

a) dixieland jazz
b) fusion jazz
c) big band jazz
d) modern jazz
e) ragtime jazz

39. Choose the category which best describes the recorded example:

a) dixieland jazz
b) ragtime jazz
c) big band jazz
d) modern jazz
e) fusion jazz

40. Choose the category which best describes the recorded example:

a) dixieland jazz
b) ragtime jazz
c) big band jazz
d) modern jazz
e) fusion jazz

41. Choose the category which best describes the recorded example:

a) dixieland jazz
b) ragtime jazz
c) big band jazz
d) modern jazz
e) fusion jazz

42. Choose the geographic area which best describes where the recorded example comes from:

a) the Orient
b) Africa
c) Mexico
d) Middle-East
e) Russia

43. Choose the geographic area which best describes where the recorded example comes from:

a) the Orient
b) Africa
c) Mexico
d) Middle-East
e) Russia

44. Choose the geographic area which best describes where the recorded example comes from:

a) the Orient
b) Africa
c) Mexico
d) Middle-East

45. Choose the geographic area which best describes where the recorded example comes from:

a) the Orient
b) Africa
c) Mexico
d) Middle-East
e) Russia

46. Choose the geographic area which best describes where the recorded example comes from:

a) the Orient
b) Africa
c) Middle-East
d) Mexico
e) Russia

47. Choose the musical category which best describes the recorded example:

a) symphony
b) opera
c) oratorio
d) concerto

48. Choose the musical category which best describes the recorded example:

a) symphony
b) opera
c) oratorio
d) concerto

49. Choose the musical category which best describes the recorded example:

a) symphony
b) opera
c) oratorio
d) concerto

50. Choose the musical category which best describes the recorded example:

a) symphony
b) opera
c) oratorio
d) concerto

51. Choose the musical category which best describes the recorded example:

a) string quartet
b) woodwind quintet
c) brass quintet
d) madrigal

52. Choose the musical category which best describes the recorded example:

a) string quartet
b) woodwind quintet
c) brass quintet
d) madrigal

53. Choose the musical category which best describes the recorded example:

a) string quartet
b) woodwind quintet
c) brass quintet
d) madrigal

54. Choose the musical category which best describes the recorded example:

a) string quartet
b) woodwind quintet
c) brass quintet
d) madrigal

55. Choose the word which best describes the texture of the recorded example:

a) homophonic (melody w/acc or harmony)
b) two-part polyphony
c) three-part polyphony
d) four-part polyphony

56. Choose the word which best describes the texture of the recorded example:

a) homophonic
b) two-part polyphony
c) three-part polyphony
d) four-part polyphony

57. Choose the word which best describes the texture of the recorded example:

a) homophonic
b) two-part polyphony
c) three-part polyphony
d) four-part polyphony

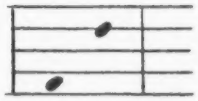
58. Choose the word that best describes the texture of the recorded example:

a) homophonic
b) two-part polyphony
c) three-part polyphony
d) four-part polyphony

59.

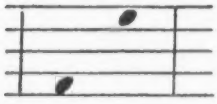
Represents what interval?

a) a third
b) a second
c) a unison
d) a fourth
e) don't know

60. 

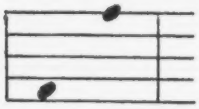
Represents what interval?

a) a fourth
b) a sixth
c) a second
d) a third
e) don't know

61. 

Represents what interval?

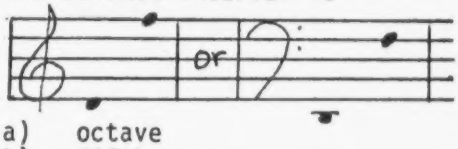
a) a sixth
b) a fifth
c) an eighth
d) a seventh
e) don't know

62. 

Represents what interval?

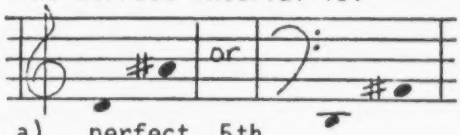
a) a seventh
b) a sixth
c) an octave
d) a fourth
e) don't know

63. The correct interval is



a) octave
b) fifth
c) tenth
d) eleventh
e) don't know

64. The correct interval is:



a) perfect 5th
b) augmented 4th
c) diminished 5th
d) major 6th
e) augmented 5th

65. Choose the item that most affects the expression of music:

a) tempo
b) note values
c) pitch
d) duration

66. Choose the item that most affects the expression of music:

a) key
b) beat
c) timbre
d) tonic

67. Choose the item that most affects the expression of music:

a) intonation
b) dynamics
c) clef
d) blend

68. Choose the item that most affects the expression of music:

a) vibrato
b) sitting position
c) sight reading
d) tone

69. Choose the item that most affects the expression of music:

a) interval
b) mode
c) breath support
d) voice

Indicate the types of music present in your record/tape collection:

70.	folk music	a) yes	b) no
71.	rock music	a) yes	b) no
72.	country/western	a) yes	b) no
73.	opera	a) yes	b) no
74.	jazz	a) yes	b) no
75.	symphonic	a) yes	b) no
76.	solo/ensemble	a) yes	b) no

Indicate the types of music present in your sheet music collection:

77.	folk music	a) yes	b) no
78.	rock music	a) yes	b) no
79.	country/western	a) yes	b) no
80.	opera	a) yes	b) no
81.	jazz	a) yes	b) no
82.	symphonic	a) yes	b) no
83.	solo/ensemble	a) yes	b) no

GREATER ALBANY PUBLIC SCHOOL DISTRICT No. 8J
Music Curriculum Steering Committee

ALBANY 11th GRADE MUSIC TEST [Norm: May 1988]

RS	DP	A	SCORE DISTRIBUTION
1-21	1	1.0	1 +
22-28	2	6.7	0 .
29	3	10.1	1 +
30-32	4	12.9	0 .
33	5	15.1	1 +
34	6	17.1	0 .
35	7	18.8	1 +
36	8	20.1	0 .
37	10	22.8	2 ++
38	14	27.0	2 ++
39	17	29.7	1 +
40	19	31.2	1 +
41-42	20	32.0	0 .
43	24	34.8	4 ++++
44	29	38.6	2 ++
45	35	42.1	4 ++++
46	42	45.9	3 +++
47	46	47.9	1 +
48	49	49.5	2 ++
49	54	52.1	3 +++
50	59	54.7	2 ++
51	63	56.8	2 ++
52	67	59.1	2 ++
53	74	63.2	5 +++++
54	81	68.8	3 +++
55	84	71.2	0 .
56	85	72.1	1 +
57	87	74.0	1 +
58	90	77.2	2 ++
59	92	79.9	0 .
60	94	82.9	2 ++
61	97	89.9	1 +
62-69	99	99.0	1 +

RS = Raw Score, or Number Correct
DP = District Percentile Rank
A = A-Score, or Albany Normalized Standard Score

T128NORM.WKS 30-May-88

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J — 12-31-1988
DISTRICT CURRICULUM EVALUATION TESTING — Test #128
High School (11th) Music Test for 1987-88

#	N	% B	1	2	3	4	5	#	CR	DIFF	BISERIAL	t	df
1	51	2	4	94	0	0	0	1	2	94-	0.20-	1.46	49
2	51	2	94	4	0	0	0	2	1	94-	0.29-	2.15	49
3	51	2	71	12	0	14	2	3	4	14-	0.06-	0.42	49
4	51	2	8	2	86	0	2	4	3	86-	0.18-	1.27	49
5	51	2	0	2	96	0	0	5	3	96-	0.55	4.55	49
6	51	2	4	90	4	0	0	6	2	90-	0.30-	2.16	49
7	51	2	76	12	2	8	0	7	1	76	0.38	2.88	49
8	51	2	25	57	12	4	0	8	2	57	0.29-	2.08	49
9	51	2	24	49	25	0	0	9	2	49	0.32-	2.36	49
10	51	2	71	14	12	2	0	10	1	71	0.42	3.22	49
11	51	2	80	10	8	0	0	11	1	80	0.38	2.90	49
12	51	2	20	53	22	4	0	12	2	53	0.43	3.37	49
13	51	2	14	37	35	10	2	13	3	35	0.36	2.74	49
14	51	2	45	33	14	4	2	14	1	45	0.35-	2.65	49
15	51	2	84	6	6	2	0	15	1	84	0.42	3.23	49
16	51	2	4	92	2	0	0	16	2	92-	0.25-	1.83	49
17	51	2	98	0	0	0	0	17	1	98-	0.45	3.52	49
18	51	2	2	96	0	0	0	18	2	96-	0.27-	1.93	49
19	51	2	96	0	2	0	0	19	1	96-	0.45	3.51	49
20	51	2	0	92	4	2	0	20	2	92-	0.21-	1.49	49
21	51	2	0	0	8	88	2	21	4	88-	0.17-	1.23	49
22	51	2	6	82	8	2	0	22	2	82	0.37	2.75	49
23	51	0	90	8	2	0	0	23	1	90-	0.27-	1.98	49
24	51	0	27	53	2	12	6	24	2	53	0.47	3.69	49
25	51	0	12	29	14	35	10	25	4	35	0.46	3.66	49
26	51	0	84	4	4	2	6	26	1	84	0.31-	2.27	49
27	51	2	8	8	59	24	0	27	3	59	0.44	3.46	49
28	51	0	12	8	57	20	4	28	3	57	0.42	3.27	49
29	51	0	2	2	86	10	0	29	3	86-	0.17-	1.22	49
30	51	0	16	0	73	10	2	30	3	73	-0.14-	0.96	49
31	51	0	18	33	31	12	6	31	3	31	0.52	4.23	49
32	51	0	73	16	2	6	4	32	1	73	0.22-	1.57	49
33	51	4	2	10	8	63	14	33	4	63	0.33-	2.44	49
34	51	0	0	2	88	4	6	34	3	88-	0.27-	1.95	49
35	51	2	10	14	12	53	10	35	4	53	0.39	2.93	49
36	51	2	12	4	14	61	8	36	4	61	0.56	4.67	49
37	51	2	2	4	6	24	63	37	5	63	0.57	4.84	49
38	51	0	80	6	4	0	10	38	1	80	0.31-	2.25	49
39	51	0	0	4	31	51	14	39	4	51	0.37	2.82	49
40	51	0	4	2	67	20	8	40	3	67	0.12-	0.83	49

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J
DISTRICT CURRICULUM EVALUATION TESTING
High School (11th) Music Test for 1987-88

12-31-1988
Test #128

#	N	% B	1	2	3	4	5	#	CR	DIFF	BISERIAL	t	df
41	51	0	18	76	6	0	0	41	2	76	0.24-	1.74	49
42	51	0	0	82	4	8	6	42	2	82	0.41	3.13	49
43	51	0	22	4	4	71	0	43	4	71	0.11-	0.76	49
44	51	0	84	0	0	16	0	44	1	84	-0.20-	1.41	49
45	51	0	0	0	98	2	0	45	3	98-	0.45	3.52	49
46	51	0	0	2	2	2	94	46	5	94-	0.14-	1.02	49
47	51	0	0	14	71	16	0	47	3	71	0.49	3.94	49
48	51	0	20	0	14	65	2	48	4	65	0.23-	1.67	49
49	51	0	84	2	2	12	0	49	1	84	0.24-	1.71	49
50	51	0	2	92	6	0	0	50	2	92-	0.33-	2.46	49
51	51	2	2	10	86	0	0	51	3	86-	0.15-	1.07	49
52	51	0	90	6	0	4	0	52	1	90-	0.42	3.26	49
53	51	0	4	82	10	4	0	53	2	82	0.56	4.77	49
54	51	0	2	0	0	98	0	54	4	98-	0.21-	1.52	49
55	51	0	25	16	25	33	0	55	1	25	0.15-	1.04	49
56	51	0	24	8	43	25	0	56	4	25	0.38	2.92	49
57	51	0	41	51	4	4	0	57	2	51	0.33-	2.42	49
58	51	2	25	41	24	8	0	58	3	24-	0.14-	0.97	49
59	51	0	0	88	6	2	4	59	2	88-	0.50	3.99	49
60	51	2	14	75	0	2	8	60	2	75	0.43	3.30	49
61	51	0	8	8	4	75	6	61	4	75	0.53	4.37	49
62	51	0	4	6	82	2	6	62	3	82	0.46	3.67	49
63	51	0	10	2	69	6	14	63	3	69	0.47	3.71	49
64	51	2	6	27	16	12	37	64	5	37	0.30-	2.20	49
65	51	0	59	12	16	14	0	65	1	59	-0.21-	1.49	49
66	51	2	37	37	20	4	0	66	3	20-	0.37	2.75	49
67	51	0	14	67	0	20	0	67	2	67	0.25-	1.83	49
68	51	2	18	14	10	57	0	68	1	18-	0.19-	1.32	49
69	51	2	6	20	45	27	0	69	2	20-	0.15-	1.03	49

ØΣ MU11T128.P88 NOTES: Coefficient Alpha = 0.853. Critical t (2-tailed, p=.01) when df = 49 is 2.704.

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J 12-31-1988
DISTRICT CURRICULUM EVALUATION TESTING Test #128
High School (11th) Music Test for 1987-88

CORRECT RESPONSE SUMMARY BY MUSIC GOAL/OBJECTIVE

1. 68.1% CR for 3.1 Meaning of musical symbols...
2. 61.0% CR for 4.1 Melody and melodic movement...
3. 69.4% CR for 4.4 Rhythmic patterns (identical and altered)...
4. 92.6% CR for 4.5 Instrument characteristics and voice types...
5. 66.5% CR for 5.1 Components of music...
6. 76.7% CR for 6.2 Musical heritage in Western civilization...
7. 36.5% CR for 8.1 Expressive elements of music...

Items for 1: 29 30 31 32 33 34 35 36 59 60 61 62 63 64
Items for 2: 3 4 5 6 7 8 9 13 14
Items for 3: 15 16 23 24 25 26 27 28
Items for 4: 1 2 17 18 19 20 21 22
Items for 5: 10 11 12 47 48 49 50 51 52 53 54 55 56 57 58
Items for 6: 37 38 39 40 41 42 43 44 45 46
Items for 7: 65 66 67 68 69

Appendix E

Vocal Skills Performance Scale
(Elementary)

Choral Music Performance Scale
(Secondary)

Instrumental Music Performance Scale
(Secondary)

THIRD GRADE

Student No. _____

Vocal Skills Performance Scale

Greater Albany Public Schools

ELEMENTARY SCHOOL MUSIC

Rating Scale: The scale ranges from a low of "1" to a high of "5". A rating of "3" represents a standard grade-level performance.

1 2 3 4 5	1. Student sings with a clear, natural and relaxed tone. (1.2.1)
1 2 3 4 5	2. Student can sing a reasonable representation of a melody. (1.2.2)
1 2 3 4 5	3. Student demonstrates proper posture and absence of tension in the neck. (1.3.2)

BS3:form 6e 4/88

Student No. _____

Choral Music Performance Scale

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Rating Scale: The scale ranges from a low of "1" to a high of "5". A rating of "3" represents a standard grade-level performance.

Tone Production

1 2 3 4 5 1. Student demonstrates good singing posture.

1 2 3 4 5 2. Student demonstrates correct breath support.

1 2 3 4 5 3. Student demonstrates correct tone production and resonance, with particular attention to keeping a consistent, free vocal quality in all parts of the voice range.

Intonation

1 2 3 4 5 4. Student matches pitches.

1 2 3 4 5 5. Student sings a part in tune making appropriate adjustments.

Diction

1 2 3 4 5 6. Student produces pure vowel and consonant sounds.

Precision

1 2 3 4 5 7. Student demonstrates accurate attacks, releases, and rhythms and meter.

Expression

1 2 3 4 5 8. Student performs expressively with attention to style and to appropriate symbols and words.

Reading Skills

1 2 3 4 5 9. Student sings, at sight, with rhythmic and pitch accuracy.

Technique Development

1 2 3 4 5 10. Student performs major scales and arpeggios on "ah" or "oo" with pitch accuracy.

Student No. _____

Instrumental Music Performance Scale

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Rating Scale: The scale ranges from a low of "1" to a high of "5". A rating of "3" represents a standard grade-level performance.

Tone Production

1 2 3 4 5 1. Student demonstrates good playing posture.

1 2 3 4 5 2. Student demonstrates proper embouchure.

1 2 3 4 5 3. Student demonstrates correct breath support.

1 2 3 4 5 4. Student demonstrates good playing position.

1 2 3 4 5 5. Student demonstrates a characteristic sound on the instrument in all registers at all dynamic levels (including vibrato).

Technique Development

1 2 3 4 5 6. Student performs a variety of attacks (or bowings) and releases appropriate to different styles of music.

1 2 3 4 5 7. Student performs with technical proficiency many different rudiments and scales and arpeggios, such as major, minor.

1 2 3 4 5 8. Student performs in the extreme (but standard) registers of the instrument.

1 2 3 4 5 9. Student demonstrates the preferred fingerings for the instrument, including alternate and trill fingerings.

Intonation

1 2 3 4 5 10. Student can tune the instrument.

1 2 3 4 5 11. Student plays a part with accurate intonation making appropriate adjustments.

Reading Skills

1 2 3 4 5 12. Student plays, at sight, rhythmic and tonal patterns as they occur in an instrumental line.

1 2 3 4 5 13. Student demonstrates through performance standard notation, dynamic and articulation markings, and musical terms.

Interpretive Skills

1 2 3 4 5 14. Student performs expressively with attention to style and to appropriate symbols and words.

Condition of Instrument

1 2 3 4 5 15. Student maintains the instrument in good condition.